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ABSTRACT

The Master Plan for Career Guidance and Counseling grew out of the recognition that a prerequisite for the provision of an outstanding, efficient and effective career guidance and counseling program was district-wide planning. The plan was funded by the vocational education council with augmented Vocational Education Act funds. The professional counseling staff as well as administrators, teachers, students, parents and community members were involved in the project in an effort to meet the needs and recommendations of the communities served by the plan. The plan was modified for each high school to adjust to their particular needs. This master plan is scheduled for implementation during the 1975-76 academic year. The present report describes the rationale underlying career guidance and counseling, presents a model which directs the whole plan, discusses the goals and objectives of the plan and offers various assessment and evaluation measures of the procedures and strategies to be followed. Finally, it delineates expected costs of the plan and possible future steps to refinement of the plans. (Author/SE)

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# MASTER PLAN FOR CAREER GUIDANCE AND COUNSELING

## FINAL REPORT

This Project Was Funded By
Augmented Vocational Education
Act Funds PART - B

**THOMAS J. JACOBSON, PROJECT DIRECTOR**

**ANITA M. MITCHELL, CONSULTANT**

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Pupil Personnel Services
GROSSMONT UNION HIGH SCHOOL DISTRICT
June 30, 1975

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# PREFACE

The conceptual idea for the career guidance master plan grew out of the Grossmont Union High School District monthly vocational counselors' meeting. The State thrust in the development of the California model for career development K-14 plus a national interest in the development and provision of career guidance and counseling services prompted the vocational counselors to recognize that a prerequisite for the provision of an outstanding, efficient, and effective career guidance and counseling program was District-wide planning.

With the project idea developed it was necessary to obtain a funding source for a project of this magnitude. This was accomplished through approval and funding by the vocational education counsel with augmented Vocational Education Act funds. The members of the vocational education counsel were in agreement with the necessity and desirability of a master plan for career guidance and counseling so that each student in the Grossmont Union High School District would have the opportunity to experience a guidance curriculum that would teach them to consider all available educational options that they might pursue during their high school years in order to develop skills, attitudes, and competencies that would allow them to proceed towards their eventual life career goals.

A project of this magnitude was too great for existing staff to develop and carry through on their own. For this reason it was determined that it would be necessary to hire a consultant who had both the professional expertise and the time to develop the project from inception to completion. Participation on the part of District personnel was guaranteed through their required screening, modification, and approval of all documents produced throughout the entire planning process. However, the majority of the work was done by the consultant and the Pupil Personnel Services office in the preparation and dissemination of reports, review, and reaction sheets.

Participation in the development of the Career Guidance and Counseling Master Plan was not restricted to the professional counseling staff in the Grossmont Union High School District. A concerted effort was made to involve administrators, teachers, students, parents, community members, and other personnel in advisory reactor panels to insure that the plan was not only consistent with professional recommendations but also met the needs and recommendations of the people in the communities served by the Grossmont Union High School District.

The Career Guidance and Counseling Master Plan was developed on a District basis with modified plans for each of the separate high schools.

This was done in order to produce a plan that would be responsive to the needs and characteristics of the school, staff, students, and population served in each unique area of the District. Although the plans are quite similar, the concept that was implemented concerns the development of individual plans that are to be modified and updated based on assessed student and local community needs in each high school area.

The product of this project is an action plan developed over a six month time period. The typing and the composition of documents in this plan appear as they were developed during the planning process. This is because this plan is expected to be an action plan that will be developed and modified on a regular continuous basis. It is not meant to be a showpiece document to be filed on a shelf.

Lastly, we want to express our appreciation to Dr. Anita Mitchell for her persevering dedication and sense of humor throughout the completion of this project, and also to Mr. Jack Cavanagh, director of Vocational Education, for his encouragement and support. What has been produced is a master plan. The value of the plan will be determined during the implementation phase which will begin during the 1975-76 academic year.

THOMAS J. JACOBSON
DIRECTOR OF PUPIL PERSONNEL
SERVICES and
PROJECT DIRECTOR,
A MASTER PLAN FOR CAREER
GUIDANCE AND COUNSELING

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GROSSMONT UNION HIGH SCHOOL DISTRICT
Pupil Personnel Services

# A MASTER PLAN FOR CAREER GUIDANCE AND COUNSELING

June - 1975

## CHAPTER I

### A. Rationale

California's RISE Commission (Renewal in Secondary Education) has included in its final report a strong recommendation for career education and awareness.

As early as 1969 when Sidney P. Marlin was Commissioner of Education, Career Education was designated as a top federal priority. As the country's political and economic problems worsened, schools, publishers, and other agencies jumped on the new educational bandwagon and began to develop policies, plans, programs, and teaching materials for career education and career guidance. Unfortunately most of them did not bother to define terms or to try to reach consensus among themselves. As a result, programs that were designed remain untried, teaching materials which range from very poor to excellent are unrelated to program specifications, and little has been done to integrate the concept of career guidance into the total educational system.

Even the word "career" remains ambiguous. To some, career guidance means helping students on the path to occupational choice. To others a career is an implementation of a self-concept, and career guidance goes far beyond vocational guidance, to include such areas as self-identity and self-esteem, a sense of agency, and decision-making skills. In this latter sense career guidance recognizes that a person is more than a working machine, and stresses the importance of each individual's sense of personal worth. Its thrust is to broaden the options available to each student in school and after leaving school. It assumes that a person's career spans his whole life, following him through his years as a student, his years as a worker, and his retirement years. It encourages him to look upon career development as a continuing life process, and to resume training and retraining at any point in his life to meet changing job requirements and/or to enrich his personal life. It is this concept of career that can serve as an integrating force for the total educational program.

In the spring of 1974 Grossmont Union High School District conducted a student opinion survey with students in each of the grades 9-11, in each of the schools of the District. A senior survey was also conducted in each of the schools. Results of these surveys indicate that Grossmont needs to improve services for career planning. Although a majority of the students in grades 9-11 felt that counselors were responsive to their needs and were concerned about students, almost 50% of those planning work, marriage, or undecided, felt that vocational counseling in the schools was fair to poor. Throughout the report of results of the survey there is evidence of a difference in satisfaction with career guidance services between college prep and terminal students. College prep students are considerably more satisfied with counseling services in general.

Career planning and career information emerged as the area in which 40% of the seniors said they needed most help; another 21% said this was the second area of need. Thirty-two percent of the seniors saw the counselor as an information giver, and 28% as a program changer. Although only 19% of the seniors stated that they hoped to enter college upon graduation (31% intended to enter junion college), 49% stated that most of their high school courses were college prep. Only 10% indicated that most of their high school courses were business or vocational, whereas 30% planned to enter full-time work, business, trade school or military.

The findings of the surveys are probably little different from those of other school districts in California and across the nation. The simple fact is that schools have not kept pace with changing needs, and that little has been done to bridge the gap between school and work. School must become something more than preparation for the next grade. Schools are critical instruments in our rapidly changing culture. One of the most vulnerable areas in this period of rapid change is the area of employment. Our current supply and demand economy is incompatible with modern technological advances. We are moving from a production oriented society to a service and information oriented society. Unemployment is increasing, occupational roles are being phased out and it is difficult to speculate about the world of work that our current students will face when they complete their formal schooling. Students entering high school today will still be in the world of work in the year 2025. It is impossible to know the kinds or conditions of employment opportunities at that time. As work roles and employment opportunities are changing, schools are falling further and further behind in their attempts to keep pace. The phenomenon of the aging of institutions finds the schools in an untenable position struggling to maintain the status quo, yet hopelessly out of step with the current and emerging societal needs and trends.

Career guidance can change the face of education. Recognizing that career development is continuing, it can help students understand the constraints that they will face in the world of work, as well as the rewards of a productive life. A recent publication from the Department of Labor estimates that the average individual entering the world of work today will have to change occupational roles 10 times. Some jobs may be phased out in a shorter time than it takes to prepare for them. This has many implications. It indicates that a premature definitive job choice may be a barrier rather than a facilitator; it points up the need for flexibility; it suggests a need for training for work adjustment-congruence between the person and the job. The changing economy, job mobility, unemployment, job hopping, changing work roles, etc., all underline the need for career guidance.

Career awareness emerges from a development of attitudes, values, and competencies necessary to visualize a career and a comprehensive life style. Career choices are influenced by many variables including parental attitudes, occupational information, the subtle but pervasive messages of the culture as transmitted by business, government, and organizations. Other influences are peers, parents, role models, school organization and curriculum, and mass media, including television. As the student's interests, attitudes, and values develop, these influences direct his choice. Since we do know what influences career choices, and since we do know the concepts and skills a pupil needs to make wise career choices, it is imperative that we structure our guidance programs to provide for development of competencies in the areas specified.

## B. Grossmont Union High School District's Commitment

In response to the needs and interests of students as expressed through the Opinion Survey and the Senior Survey, Dr. Thomas Jacobson, director of Pupil Personnel Services, designed a proposal for the development of a Master Plan for Career Guidance and Counseling for the District. The proposal was funded, a consultant was employed and a strategy was developed to implement a career guidance system. The system includes for the District and for each school, specific statements of goals, objectives, procedures, information requirements, and the activities of each participant. It includes all aspects of program planning, structuring, implementing, and evaluating. It is a cybernetic approach giving constant feed-back to decision makers so they can modify procedures or even objectives based on success information. The system is dynamic rather than static; it implies constant change as a result of information obtained during and after implementation.

The content of the system was derived from the California Model for Career Guidance Curriculum and from the State Plan for Vocational Education. The California Model embraces all aspects of education, work, and leisure alternatives; career planning and decision making; and life styles and personal satisfaction.

The State Plan requires

1. Information on population needs so appropriate training opportunities can be offered to all persons who need, desire, and can profit from it occupationally. This includes the handicapped, disadvantaged, apprentices, the school population, and those needing retraining or seeking to re-enter the job market.

2. Identification of job opportunities for trained personnel, job market information, and long range needs and trends in order to develop appropriate curriculum.

3. Job specifications required by industry or business so graduates will be able to perform with skills at an entry level or higher for initial employment.

4. Program planning which combines job market information, population needs, facility and equipment needs, personnel and operating cost information so that a proper assortment of programs can be offered to meet the needs of the community.

5. A procedure for informing the public of vocational education programs available to meet the needs of students and the community.

6. A recruitment component that enrolls the students that can best be served to meet the needs of the community and the students.

7. Resource development and staff competency development to provide the skills and competencies required to carry out the program.

8. A guidance and counseling program which provides individuals with sufficient information to allow them to make meaningful and informed occupational choices.

9. A placement program which assists students in obtaining their next goal after a training component has been completed.

10. Providing a better method of recruiting persons into vocational education programs; assisting the local schools in developing programs that meet the identified needs of students, both high school, adult, disadvantaged, and special needs of women; and an evaluation system to review the twelve functions of vocational education in order to strengthen the vocational instructional programs.

11. A systematic plan of program review to provide programs that meet the changing needs of students and employers in the community.

12. An evaluation system to provide basic information as to how well the overall objectives are being met.

The mission of this project is to develop a total career guidance system for the Grossmont Union High School District, including an effective evaluation system which is documented and transportable and which is designed to achieve congruence between the needs and interests of students and the needs and opportunities of the community.

C. Parameters of the system:

1. The following groups furnished input for the design of the system: the District director of Pupil Personnel Services, principals, assistant principals, vocational counselors, counselors, work experience specialists, Vocational Education Council, Director of Vocational Education and advisory panels.

2. The advisory panels were composed of the above groups plus representatives of academic classroom teachers, students, parents, and representatives of business, industry, labor, government, and service organizations.

3. Dr. Jacobson and the consultant visited each school during the first month of the project, meeting with principal, assistant principal, counselors, and other interested staff members. They also met with the Vocational Education Council, the Administrative Cabinet, and the Industrial Education Teachers.

4. The parts of the system were developed by the consultant with planned periodic review and reaction from all advisory panels. Revisions based on the reviews and reactions were completed by the consultant.

5. Review and reactions were achieved by submitting to these groups the first draft of each report and of each segment of the system as soon as it was completed. Reviewers were requested to complete a form indicating desired changes. The consultant discussed suggested changes with the District director of Pupil Personnel Services and with the responsible school administrators and made revisions as agreed upon.

6. Specific goal statements for the District and for each school were developed for each concept of the California model and for each priority area of the state plan for vocational education. Specific objectives relevant to each goal were developed; goals and objectives were modified to meet the needs, interests and resources of each school.

7. For each objective feasible and cost effective strategies were defined.

8. Decisions were made regarding the grade level at which each objective is to be attained in order to have a developmental program that is of sufficient scope to assist each student in his progress toward his career goals and yet is not so extensive that it can not be attained.

9. Criterion measures were selected or developed in order to measure attainment of each objective.

## D. The Process

The concept of developing a Master Plan for Career Guidance and Counseling was presented to the District administration, to the Vocational Counselors, and to the principals. The concept was endorsed, and it was agreed that vocational education funds would be used to develop the Master Plan. The proposal was taken to the Board of Education on June 6, 1974 and was approved. Subsequently, a consultant was employed to assist the District in developing the Master Plan. The consultant agreed to develop the plan between February 1st and June 30th with the assistance of District and school building staff. The consultant employed was Dr. Anita Mitchell, Senior Research Scientist for the American Institutes for Research in Palo Alto, on leave from her position as Director of Research and Pupil Services for the Culver City Unified School District. Dr. Mitchell agreed to work with District and school personnel on site during the development of this plan.

Recognizing that the viability and effectiveness of any program are dependent upon the degree to which those who will implement the program have been involved, the consultant and Dr. Jacobson met with the Vocational Counselors to outline a strategy for development of the Plan. The strategy included the following steps:

1. Appointment at each school of parent and business advisory panels.
2. Appointment at each school of reviewer/reactor panels representing students and teachers.
3. Designation of all the following as reviewer/reactors: the District director of Pupil Personnel Services, principals, assistant principals, vocational counselors, counselors, work experience specialists, Vocational Education Council, Director of Vocational Education and advisory panels.
4. Appointment of a District advisory panel of business representatives from organizations, businesses and industries that service the total District.
5. A plan to present each stage of the Master Plan, as it developed, to the Vocational Counselors for preliminary review and reaction.
6. To modify materials based on number 3.
7. To submit materials to the advisory panels and the reviewer/reactor panels.
8. To summarize and utilize reactions from the panels in revising all materials.

9. To complete revisions of each step before moving to the next step of development.

The above procedure was followed for each of the following steps:

1. Development of a basic model. The model accepted was based on the California Model for Career Guidance Curriculum and on the State Department of Education Master Plan for Vocational Education.

2. Needs assessment. A card sort technique was used on a sample of students in each of the schools to determine their need priorities based on the components and concepts of the Career Guidance Curriculum Model and the State Master Plan for Vocational Education.

3. The needs assessment was administered to the advisory panels and reviewer/reactor panels to determine areas of agreement and disagreement concerning priorities for immediate action.

4. Goals for the District were developed based on analysis of results of the needs assessment in all the schools.

5. Goals for each school were developed based on responses from the reviewers and reactors from that school.

6. For each school and for the District, objectives were developed to indicate how each goal would be achieved.

7. A current program assessment was conducted to determine what is already being done by teachers and counselors in each school to achieve these objectives.

8. Individual school resources were determined to furnish information about the feasibility of various implementation strategies.

9. Alternate strategies. Several ways of reaching each objective were outlined for the District and for the schools, giving schools considerable latitude in determining the approach each would use to attain the stated objectives.

10. A criterion measure was developed for each objective for each school and for the District, to furnish a means of determining whether the objectives had been reached.

11. The revised plans for each school were completed, based on accumulated input from advisory panels and reviewer/reactor panels. The plans for the District and for each school included the model, needs analysis of students and adult reviewers, goals, objectives, strategies, and criterion measures.

12. Competency analysis. Based on the Counselor Competency statements of Dr. Kenneth B. Hoyt, Associate Commissioner for Career Education, and on the strategies for reaching the priority objectives, all the counselors in the District were surveyed to determine areas of competence, and areas in which staff development is needed.

13. A staff development analysis was prepared to determine the areas of first priority for staff development in the 1975-76 school year.

14. Staffing analyses were completed.

15. A guide for implementation of strategies and utilization of Criterion Measures was prepared.

16. Individual schools determined which objectives would receive priority attention during the 1975-76 school year.

17. Budget projections were prepared.

18. A report was prepared for presentation to the superintendent and the Board of Education for implementation of the Master Plan beginning in the 1975-76 school year.

The following sections detail the procedures and the products of each step of the development of the Master Plan for Career Guidance and Counseling.

# CHAPTER II

## THE MODEL

The consultant presented seven different models of career guidance, each of which has been adopted by one or more states. The vocational counselors were requested to discuss the models with counselors, administrators and others in their schools and to recommend one model to be used as a point of departure for development of the Grossmont Career Guidance and Counseling model. Dr. Jacobson and the consultant visited each school during the first month of the project, meeting with principal, assistant principal, counselors, and other interested staff members. They also met with the vocational education council, the administrative cabinet, and the industrial education teachers. Every school in the District chose the California model as a base document, but recommended various modifications, including concepts from some of the other models. The model then developed for the Grossmont Master Plan was derived from the California Model for Career Guidance Curriculum and the State Department of Education Plan for Vocational Education, plus components from several other models. The schematic of that model appears in Table I. It is a three-dimensional model.

The first is a functional dimension, moving from the knowledge or awareness level, through internalization in terms of self, to final action. The second dimension is a developmental dimension, moving through four levels of career development. The third dimension is a content dimension, covering education, work and leisure alternatives; career planning and decision making; life styles and personal satisfactions; and evaluation. Based on career development theory and empirical evidence, this model is representative of an ideal four-year career development curriculum. It encompasses the career knowledges, understandings, plans and actions which would characterize the fully functioning high school student as s/he moved through grades 9 through 12. It is recognized that this is a new approach, a first attempt at organizing career guidance and making sure that it is developmental. It is obvious that no school district could implement the total plan at one time. It is expected that schools will determine which parts of the plan are most important to implement first, based on their needs assessment, resource assessment and counselor competency assessment, and that they will design their programs to build from year to year until they have implemented the total curriculum.

A time and task analysis was prepared, showing the chronology of activities, the persons responsible, target date, and criteria for evaluation.

# GROSSMONT UNION HIGH SCHOOL DISTRICT CAREER GUIDANCE MODEL

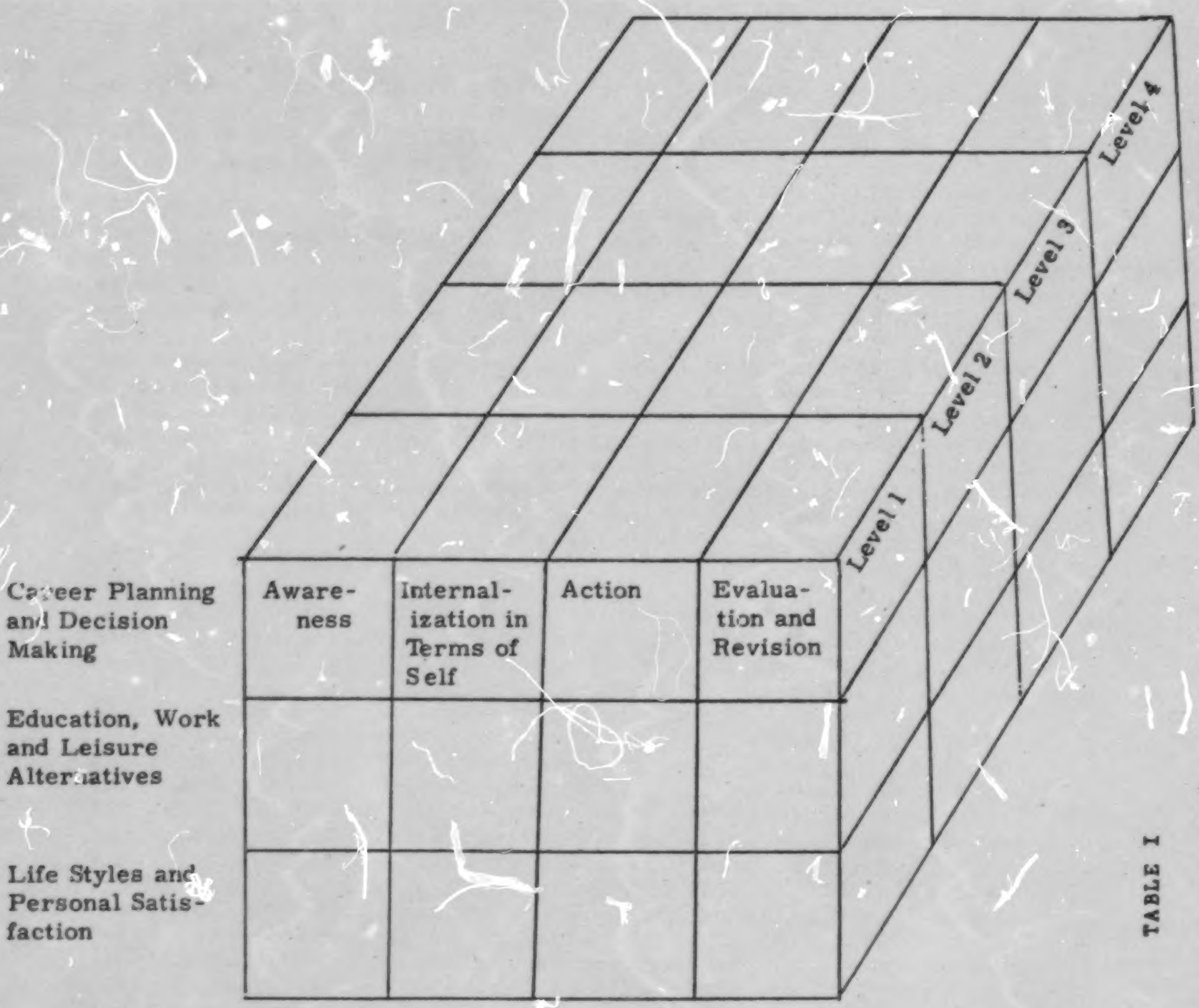
Career Planning and Decision Making
Education, Work and Leisure Alternatives
Life Styles and Personal Satisfaction
Awareness
Internalization in Terms of Self
Action
Evaluation and Revision
Level 1
Level 2
Level 3
Level 4

TABLE I

TABLE I

## Tentative Time and Task Analysis

| Product Objective | Activity | Resp. Person(s) | Time Line | Completed | How Evaluated | Comments |
|---|---|---|---|---|---|---|
| C Prioritized statements of needs in the area of Career Guidance & Counseling as seen by students grades 9 thru 12 by grade, school, & district. | 1.1 Prepare needs assessment instrument based on Grossmont model | AMM | 3/5/75 | 3/5/75 | 1.1 Instrument delivered to print shop. | |
| | 1.2 Reproduce & distribute to schools with instructions for administrator. | TJJ | 3/12/75 | 3/12/75 | 1.2 Instrument sent to schools in school mail. | |
| | 1.3 Administer instrument (card sort) to 120 students in each school (30 at each grade level). | Sch. Adm. | 3/12-21/75 | 4/4/75 | | |
| | 1.4 Return to Dr. Jacobson. | Sch. Adm. | 3/21/75 | 4/7/75 | 1.3-1.4 Instrument received from each school. | |
| | 1.5 Tally & Collate results by grade level, by school, and by District. | Dist. Proj. Staff<br>AMM | 3/24-28/75 | 4/18/75 | 1.5 Copy of results of tally. | |
| | 1.6 Prepare report of results of needs assessment and send to schools. | AMM & TJJ | 4/7/75 | 6/6/75 | 1.6 Completed report | |
| | 1.7 Communicate results to students & staff. | School Adm. | 4/14/75 | | 1.7 Verification by District. Admin. | |

## Tentative Time and Task Analysis

| Product Objective | Activity | Resp. Person(s) | Time Line | Completed | How Evaluated | Comments |
|---|---|---|---|---|---|---|
| 2.0<br>A Grossmont Model for Career Guidance & Counseling, specifying content areas and their inter-relationships along a career development continuum. | 2.1<br>Collect, reproduce & submit to Voc. Couns. available models. | Dist. Proj. Staff<br>AMM & TJJ | 2/20/75 | 2/20/75 | 2.1<br>Minutes of meeting of Voc. Couns. | |
| | 2.2<br>Select one model as content base for Master Plan | Voc. Counselors (in dialogue with school guid. staff and adms.) | 3/11/75 | 3/11/75 | 2.2<br>Minutes of meetings of Dist. Proj. Staff with individual school. | CA. Model unanimously chosen, along with State Plan for Voc. Ed |
| | 2.3<br>Meet with each school guid. staff & adms. to explain development of Master Plan | AMM & TJJ | 3/3-11/75 | 3/11/75 | | |
| 3.0<br>Roster of School Advisory Panels<br>Parents | 3.1<br>Select active group of parents such as CAC | Sch. Adm. | 4/1/75 | 5/8/75 | 3.1-3.2<br>Lists submitted to Dr. Jacobson. | |
| Reps of Business | 3.2<br>Select 5 or 6 Bus. Reps who have contact with the school. | | | | | |
| 4.0<br>Roster of School Reviewer/Reactor Panels<br>Students<br>Teachers<br>Guidance Personnel<br>Administrators | 4.1<br>Select active student groups such as student council officers<br>Select rep. group of teachers such as dept. chairman.<br>Designate all Adms & Guidance Personnel | Sch. Adm. | 4/1/75 | 5/8/75 | 4.1<br>Lists submitted to Dr. Jacobson. | |

## Tentative Time and Task Analysis

| Product Objective | Activity | Resp. Person(s) | Time Line | Completed | How Evaluated | Comment |
|---|---|---|---|---|---|---|
| 5.0 District Advisory Panel<br>Reps of Bus. & Ind., Labor, Govt. & EDD. | 5.1 Designate existing group of reps. of bus. & Industry & of higher Ed. Augment as appropriate. | T. J. Jacobson | 4/1/75 | 4/11/75 | 5.1 Lists submitted to Dr. Jacobson. | |
| 6.0 Prioritized statements of needs in the area of Career Guidance & Counseling as seen by Advisory Panels & Reviewer/Reactor Panels, based on student needs assessment data. | 6.1 Prepare cover memo explaining the task, and individual reaction sheets and statements of student needs. | AMM | 4/7/75 | 4/15/75 | 6.1 Memo, needs statements and reaction sheets sent to school adm. | |
| | 6.2 Mail (or present in meetings) to School Advisory Panels and School Reviewer/Reactor Panels. | Sch. Adm. | 4/7-21/75 | 6/6/75 | 6.2 Reaction sheets identified by school and by panel. | |

## Tentative Time and Task Analysis

| Product Objective | Activity | Resp. Person(s) | Time Line | Completed | How Evaluated | Comments |
|---|---|---|---|---|---|---|
| 7.0<br>Report of current program assessment. | 7.1<br>Prepare instrument for conducting current program assessment | AMM | 4/21/75 | 4/21/75 | 7.1<br>Instrument submitted to Voc. Couns. | |
| | 7.2<br>Prepare directions for administration of current program assessment instrument. | AMM | 4/21/75 | 4/21/75 | 7.2<br>Directions submitted to Voc. Couns. | |
| | 7.3<br>Review/react to instrument & directions. | Voc. Coun. | 4/21/75 | 4/21/75 | 7.3<br>Minutes of Voc. Couns. Mtg. | |
| | 7.4<br>Modify, reproduce, & mail instruments & directions to School Administrators. | AMM & TJJ | 4/23/75 | 4/23/75 | 7.4<br>Instrument sent to schools in school mail. | |
| | 7.5<br>Administer current program assessment instrument in schools, & return to Dr. Jacobson. | Sch. Adm. | 4/24-<br>5/8/75 | 5/15/75 | 7.5<br>Instruments returned to Dr. Jacobson. | |
| 8.0<br>Report of current status in relation to District Goal #5 | 8.1<br>Design questionnaire interview guide, parent response sheet and couns. tally related to outcomes in Dist. Priority Goal #5. | AMM | 3/17/75 | 3/17/7 | 8.1<br>Materials reproduced & distributed to Voc. Counselors. | |

## Tentative Time and Task Analysis

| Product Objective | Activity | Resp. Person(s) | Time Line | Completed | How Evaluated | Comments |
|---|---|---|---|---|---|---|
| | 8.2 Present to Voc. Couns. Council for Review & Reaction. | TJJ<br>AMM | 3/17/75 | 3/17/75 | 8.2 Minutes of meeting. | |
| | 8.3 Modify to reflect recommendations | AMM | 3/18/75 | 3/18/75 | 8.3 Revised instruments produced. | |
| | 8.4 Present to Prin. Council. | TJJ | 4/3/75 | 4/3/75 | 8.4 Minutes of mtg. | |
| | 8.5 Present to expanded Voc. Couns. Council. | TJJ<br>AMM | 4/7/75 | 4/7/75 | 8.5 Minutes of mtg. | |
| | 8.6 Revise instruments and directions for administration to reflect recommendations. | AMM | 4/8/75 | 4/8/75 | 8.6 Revised instrument produced. | |
| | 8.7 Present revisions to Principal's Council. | TJJ | 4/10/75 | | 8.7 Minutes of mtg. | |
| | 8.8 Reproduce directions and instruments and send to Sch. Administrators. | TJJ | 4/11/75 | 4/8/75 | 8.8 Record of transmission to school. | |
| | 8.9 Administer questionnaires and conduct interviews. | Sch. Adm. | 4/14-28/75 | 5/9/75 | 8.9 Tallies received in Dr. Jacobson office. | |

## Tentative Time and Task Analysis

| Product Objective | Activity | Resp. Person(s) | Time Line | Completed | How Evaluated | Comment |
|---|---|---|---|---|---|---|
| 9.0 District Goals and Objectives statements by model component based on needs assessment. | 9.1 Develop statements of goals addressing each component of the Grossmont model & submit to Voc. Couns. for review/reaction.<br>--------- | AMM | 4/21/75 | 4/21/75 | 9.1 Minutes of Voc. Couns. meeting. | |
| | 9.2 Modify goal statements based on Voc. Couns. remmendations and again submit to Voc. Couns. | AMM | 4/21/75 | 4/21/75 | 9.2 Minutes of Voc. Couns. meeting | |

## Tentative Time and Task Analysis

| Product Objective | Activity | Resp. Person(s) | Time Line | Completed | How Evaluated | Comment |
|---|---|---|---|---|---|---|
| | 9.2<br>Modify, reproduce and send to school administrator. | AMM & TJJ | 4/23/75 | 4/22/75 | 9.2<br>Goal statements sent to schools in school mail. | |
| | 9.3<br>Submit to Parent and Business Advisory Panels and to all school Reviewer/Reactor Panels and request response on Reaction Sheet. | Sch. Adm. | 4/25-5/1/75 | 5/9/75 | 9.3<br>Reaction Sheets returned to Dr. Jacobson. | |
| | 9.4<br>Modify, preparing goal statements for District and for each school, based on individual school reactions. | AMM | 5/5/75 | 5/15/75 | 9.4<br>Completed District and Schools' Goals and Objectives Statement. | |
| | 9.5<br>Prepare Objectives for each school, based on school goals and present to Voc. Couns. for Review/Reaction | AMM | 5/5/75 | 5/18/75 | 9.5<br>Minutes of meeting | |
| | 9.6<br>Reproduce and send to Schs. with Review/Reaction | TJJ | 5/6/75 | 5/20/75 | 9.6<br>Record of transmission to schools | |
| | 9.7<br>Submit to Review/Reaction Panels & request response | Sch. Adm. | 5/7-15/75 | 5/20/75 | 9.7<br>Reaction Sheets returned to Dr. J. | |

## Tentative Time and Task Analysis

| Product Objective | Activity | Resp. Person(s) | Time Line | Completed | How Evaluated | Comments |
|---|---|---|---|---|---|---|
| 10.0 Procedural guide for strategies to achieve selected student objectives as agreed upon by Principals and Asst. Supt. | 10.1 For eachselected obj. identify several potential strategies (delivery systems) and submit to Vocational Counselors for Review/Reaction. | AMM | 5/19/75 | 5/30/75 | 10.1 Minutes of Vocational Counselors' meeting and/or Reaction Sheets from Vocational Counselors. | |
| | 10.2 Modify, reproduce and send to school administors. | AMM & TJJ | 5/20/75 | 6/2/75 | 10.2 Reproduced documents and record of transmission. | |
| | 10.3 Submit to schools' Reviewer/Reacter Panels and request response on Reaction Sheet. | School Administrator. | 5/21-30/75 | | 10.3 Reaction Sheets returned to Dr. Jacobson's office. | |
| | 10.4 Develop procedural guide of strategies for each objective, based on reactions. | AMM | 6/10/75 | 6/30/75 | 10.4 Reproduced strategy lists and record of transmissions. | |

## Tentative Time and Task Analysis

| Product Objective | Activity | Resp. Person(s) | Time Line | Completed | How Evaluated | Comment |
|---|---|---|---|---|---|---|
| 11.0 Report of function analysis and task analysis for strategies. | 11.1 Analyze functions and tasks for implementation of strategies and prepare report. | A. M. M. | 6/1/75 | 6/30/75 | 11.1 Reproduced report dated. | |
| 12.0 Report of functions and tasks for Staff members including staffing strategy. | 12.1 Prepare materials and procedures for assessment of counselor competencies. | A. M. M. | 5/15/75 | 5/5/75 | 12.1 Reproduced materials and record of transmission to schools. | |
| | 12.2 Administration of counselor competency assessment. | School Administrator | 5/15-5/30/75 | 5/30/75 | 12.2 Receipt of assessment information in Dr. Jacobson's office. | |
| | 12.3 Prepare report. | A. M. M. | 6/5/75 | 6/15/75 | 12.3 Report reproduced and transmitted to schools. | |
| 13.0 Criterion measures for each objective. | 13.1 Develop and/or select criterion measures for measuring attainment of each objective. | A. M. M. | 6/5/75 | 6/3/75 | 13.1 Criterion measures reproduced. | |

## Tentative Time and Task Analysis

| Product Objective | Activity | Resp. Person(s) | Time Line | Completed | How Evaluated | Comment |
|---|---|---|---|---|---|---|
|  | 13.2<br>Review and React | Vocational Counselors' Council. | 6/7/75 | 6/7/75 | 13.2<br>Minutes of Vocational Counselor's Council. |  |
|  | 13.3<br>Reproduce and transmit to Reviewer/ Reactor Panels with Reaction Sheets | School Administrator. | 6/7/-6/20/75 | 6/14/75 | 13.2<br>Receipt of Reaction Sheets in Dr. Jacobson's office. |  |
|  | 13.4<br>Modify criterion measures based on reactions. | A. M. M. | 6/25/75 | 6/30/75 | 13.4<br>Revised criterion measures. |  |
| 14.0<br>Procedural Guide for Evaluation of Program | 14.1<br>Develop procedural guide based on criterion measures. | A. M. M. | 6/10/75 | 6/30/75 | 14.1<br>Completed draft of guide. |  |
|  | 14.2<br>Reproduce and transmit to Reviewer/ Reactors with Reaction Sheet. | School Administrator. | 6/10/75 |  | 14.2<br>Receipt of Reaction Sheets in Dr. Jacobson's office. |  |
|  | 14.3<br>Revise as suggested by Reactions. | A. M. M. | 6/30/75 |  | 14.3<br>Completed Guide. |  |

## Tentative Time and Task Analysis

| Product Objective | Activity | Resp. Person(s) | Time Line | Completed | How Evaluated | Comment |
|---|---|---|---|---|---|---|
| 15.0 Plan for staff development based on needs assessment. | 15.1 Analysis and report of counselor competency assessment data and identification of areas where staff development is needed. | A. M. M. | 6/5/75 | 6/5/75 | 15.1 Prepared report. | |
| | 15.2 Review and reaction | Vocational Counselor Council | 6/10/75 | 6/7/75 | 15.2 Minutes of meeting. | |
| | 15.3 Review and reaction | School Administrator and Counseling staff | 6/17/75 | | 15.3 Receipt of reaction sheets in Dr. Jacobson's office. | |
| 16.0 Revised instruments for desired outcome, current program, and competency assessments | 16.1 Revise intruments based on input from schools. | A. M. M. | 6/1/75 | 6/30/75 | 16.1 Draft of revised instruments. | |
| | 16.2 Review and reaction. | Vocational Counselor Council | 6/2/75 | | 16.2 Minutes of meeting. | |
| | 16.3 Review and reaction | School Administrator and Counseling staff. | 6/3-15/75 | | 16.3 Receipt of reaction sheets in Dr. Jacobson's office. | |
| | 16.4 Revise instruments. | A. M. M. | 6/30/75 | | 16.4 Final draft of instruments | |

## Tentative Time and Task Analysis

| Product Objective | Activity | Resp. Person(s) | Time Line | Completed | How Evaluated | Commen |
|---|---|---|---|---|---|---|
| 17.0 Final Draft of Master Plan for Career Guidance and Counseling. | 17.1 Prepare draft of Master Plan with all materials, procedural guides and management criteria. | A. M. M. | 6/30/75 | 7/15/75 | 17.1 Draft of Master Plan. | |
| | 17.2 Review and reaction. | Dr. Jacobson | 7/7/75 | 7/23/75 | 17.2 Memo for revisions. | |
| | 17.3 Prepare final draft of Master Plan. | A. M. M. | 7/10/75 | 7/24/75 | 17.3 Final draft of Master Plan. | |

Revised 4/8/75
Revised 4/23/75

# CHAPTER III

# ASSESSMENT OF STUDENTS' CAREER GUIDANCE AND COUNSELING NEEDS

Based on the content of the Model outlined in chapter II, forty statements of student needs in career guidance and counseling were developed. After discussion with the administrators and counselors in each building, it was decided to employ a card-sort technique for determining students' perceptions of their needs. This technique entails preparing a deck of cards for each student; each card bears one needs statement. The cards are issued to students and they are asked to select from the deck the five statements that best represent their five most critical needs. Having selected these five needs, the students are then asked to rank-order them, one through five, in order of priority.

The school staffs decided that the best way to insure a representative sample of students for this task was to conduct the card-sort needs assessment in physical education classes. It was agreed that in each school 120 students would be sampled, 30 from each grade level 9 through 12, with an equal distribution of girls and boys. A total of 1,240 students was sampled. Vocational counselors selected students from physical education classes for which no selection criteria for enrollment are used. Perusal of the rosters of students so selected indicated that they were representative of a range of such variables as ability, interest, socio-economic level, and ethnic origin. The card-sort was conducted prior to the Easter vacation.

After the Easter vacation a list of the forty needs statements was sent to each member of each school's advisory panels and reviewer/reactor panels with a request that they select the five needs which they felt are most critical for students in the Grossmont Union High School District; they also were asked to place these needs in rank order. Whereas student needs identification were by grade level, parents related to the total school population. A list of needs statements appears in Table II.

Responses were weighted: five points for first choice, four points for second choice, three points for third, two points for fourth and one point for fifth choice. Weighted totals were computed. The ten needs receiving highest weighted total scores were ranked by score. Tables III through XIX present results of the tally by District, by school, and by representative group. The small numbers in each box indicate the number of the need statement as it appears in Table II; the number in parentheses indicates the weighted score for that item. (When two numbers appear in a single square this indicates that both needs received the same weighted scores.) All tally charts reflect rank order, one through ten, by weighted total for the group indicated. The numbers in parentheses provide information reflecting distances between priorities. Some needs ranked in succession are separated by only one or a few score points, whereas others are separated by large numbers of points. Recording weighted scores provides information to help schools decide which of the ten priority needs for their school probably require first attention. It also tells whether perceived differences in rankings by the various groups responding to the needs assessment represent real differences in opinion or are close enough to be non-significant.

Although all needs were selected as among the top five by one or more respondents in most schools, only the top ten selections are reported in these tables. The task was not to rank all forty needs, but rather to rank the top five. The data are most accurate in terms of numbers one through five on the tables; rankings one through ten are provided because in some cases the distances between weighted scores were small and could affect planning decisions. In a fully functioning four-year career guidance program we would probably attempt to meet all forty needs -- and more. For purposes of first steps in planning and implementing a Master Plan for Career Guidance and Counseling, it is better to focus on priority needs. Table III presents results from the total student and adult needs assessments. It shows the results of tallying the responses of all the 9th graders in the District, all 10th, 11th and 12th graders and total students; it also reflects the responses of all representatives of the administrators, business, counselors, parents and teachers, and total adults. The final column shows how the needs would be prioritized if the results of all groups, students and adults, were combined. It will be up to individual schools to determine how to handle differences in priorities. In some cases it might be appropriate to bring the reviewer/reactor groups together and discuss differences in an effort to achieve consensus. Table IV shows results for all students from each school that completed the needs assessment. Tables V through VIII represent choices of 9th grade students, 10th, 11th and 12th, respectively. The remaining tables show the results of the needs assessment for each school, both students and adults. These data were used in determining goals for the Master Plan for the District and for each school and also provide data for determining priority needs for beginning implementation of the Master Plan during the 1975-76 school year.

## TABLE II

## STUDENT NEEDS IN THE AREA OF CAREER GUIDANCE

1. Students need to be more skillful in making decisions and solving problems.

2. Students need to identify educational and vocational goals.

3. Students need to know how, when, and where to find out about job performance requirements -- what student would have to know and be able to do to be employed in different jobs related to students' abilities and interests.

4. Students need to explore the relationship of work to other parts of their lives.

5. Students need to know how their values affect their lives.

6. Students need to understand the differences in money rewards, personal rewards, and social rewards for different job levels (non-skilled, semi-skilled, skilled, semi-professional, professional, managerial).

7. Students need to understand how their abilities and interests match together.

8. Students need to know what kinds of people or agencies can help them find work that is related to their interests and abilities.

9. Students need opportunities to study various careers.

10. Students need to know the requirements and procedures for getting into various educational and training agencies (community colleges, technical schools, military training programs, college or university, apprenticeship programs, etc.).

11. Students need to discover the fit between their classes and their abilities, interests, and goals.

12. Students need to discover what personal satisfactions can be derived from different jobs (opportunities for self-expression, creativity, travel, self-growth, self-respect, service to others, etc.).

13. Students need to learn more about what they can expect on a job.

14. Students need to know how their personal and social characteristics affect their job opportunities and their job choices.

15. Students need to know how, when, and where to find occupational and educational information.

Student Needs in the Area of Career Guidance continued

16. Students need to know about more than one type of educational and training program for reaching their goals (Technical school, college, apprenticeship, military, on-the-job).

17. Students need to discover what part their personal values play in their career choices.

18. Students need to discover how different careers affect the type of friends they might have.

19. Students need to discover if they want to work with people, with ideas, or with objects (things).

20. Students need to know how to perform well on job applications and interviews.

21. Students need to discover how different careers might affect their leisure time activities, as well as the amount of leisure time they might have.

22. Students need to develop a plan for gaining the skills they need for their future life.

23. Students need to learn how to develop alternative ways to reach their career goals by exploring a number of options to follow after high school.

24. Students need to know what various jobs are like and how their special talents and interests will help them do these jobs.

25. Students need to know how, when, and where to find out about occupational training requirements and opportunities.

26. Students need to learn more about the language of jobs (such as the meaning of profession, etc.).

27. Students need to know more about themselves - their values, interests, abilities, goals, etc.

28. Students need to develop plans which will help them reach their educational and occupational goals.

29. Students need to know how they can develop more abilities and interests so more job opportunities will be available to them.

30. Students need to discover that people, information, and situations influence their career choices.

31. Students need to know what they can do now to prepare for work that they want to do in the future.

Student Needs in the Area of Career Guidance continued

32. Students need to know how their personality and values will affect the degree of satisfaction they would feel in different jobs.

33. Students need to know how to make plans which will help them reach their career goals.

34. Students need to discover if work means money or other things to them.

35. Students need to know about laws that protect workers from discrimination or other unfair policies and practices.

36. Students need to understand how economic and political forces may affect their career choices.

37. Students need to know how, when, and where to find information about occupational opportunities and needs.

38. Students need to understand relationships between jobs--how they might move up from one job to another.

39. Students need to understand the problems and benefits of moving from one job to another.

40. Students need to learn more about requirements of colleges, universities, and other training opportunities.

## TABLE III

## RESULTS OF STUDENT NEEDS ASSESSMENT
## DISTRICT
March - April 1975

| | STUDENTS | | | | | ADULTS | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Need Number | 9th Grade | 10th Grade | 11th Gradde | 12th Grade | TOTAL | Administrators | Business | Counselors | Parents | Teachers | TOTAL | TOTAL STUDENTS and ADULTS |
| 1 | 31*<br>(432) | 31<br>(409) | 31<br>(364) | 31<br>(424) | 31<br>(1591) | 2<br>(18) | 3<br>(41) | 27<br>(95) | 3<br>(62) | 27<br>(69) | 10<br>(110) | 27<br>(226) |
| 2 | 40<br>(309) | 20<br>(343) | 20<br>(280) | 20<br>(242) | 20<br>(1065) | 1,27<br>(13) | 27<br>(27) | 1<br>(77) | 1<br>(44) | 1<br>(46) | 9<br>(42) | 1<br>(204) |
| 3 | 19<br>(224) | 40<br>(265) | 8<br>(236) | 22<br>(233) | 40<br>(1991) | | 1<br>(24) | 2<br>(57) | 10<br>(40) | 2<br>(37) | 8<br>(0) | 3<br>(179) |
| 4 | 22<br>(223) | 22<br>(236) | 22<br>(235) | 40<br>(189) | 7<br>(968) | 11<br>(7) | 2<br>(23) | 22<br>(44) | 2,9<br>(39) | 11<br>(32) | 7<br>(0) | 2<br>(174) |
| 5 | 1<br>(214) | 8<br>(233) | 40<br>(228) | 1<br>(187) | 22<br>(922) | 3<br>(6) | 10<br>(19) | 3<br>(42) | | 15<br>(31) | 6<br>(0) | 10<br>(111) |
| 6 | 20<br>(200) | 3<br>(214) | 29<br>(217) | 27<br>(174) | 8<br>(747) | 5,36<br>(5) | 19,28<br>(15) | 10<br>(35) | 20<br>(33) | 31<br>(29) | 5<br>(34) | 11<br>(110) |
| 7 | 33<br>(186) | 19<br>(188) | 3<br>(173) | 19<br>(156) | 19<br>(729) | | | 11<br>(35) | 23<br>(32) | 3<br>(28) | 4<br>(0) | 22<br>(94) |
| 8 | 10<br>(181) | 27<br>(184) | 33<br>(170) | 8<br>(152) | 33<br>(663) | 32<br>(4) | 12<br>(14) | 33<br>(30) | 31<br>(31) | 20<br>(26) | 3<br>(179) | 31<br>(93) |
| 9 | 9<br>(160) | 24<br>(175) | 19<br>(161) | 3,9<br>(144) | 1<br>(644) | 9,19,<br>20,22<br>33(3) | 20<br>(12) | 5<br>(29) | 19,28<br>(30) | 14<br>(25) | 2<br>(174) | 20<br>(84) |
| 10 | 24<br>(158) | 33<br>(166) | 27<br>(159) | | 27<br>(618) | | 13,22<br>11 (19) | 31<br>(26) | | 10<br>(16) | 1<br>(204) | 19,28<br>(81) |

* Numbers in parentheses represent total weighted scores for that item.

## TABLE IV

## RESULTS OF STUDENT NEEDS ASSESSMENT
## TOTAL DISTRICT STUDENTS
## March - April 1975

| Top Ten Student Needs In Rank Order | District | Grossmont | Helix | El Cajon | Mt. Miguel | El Capitan | Granite Hills | Monte Vista | Santana | Valhalla | Chaparral-Skyline | Special Ed. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 31 *<br>(1591) | 31<br>(160) | 31<br>(161) | 31<br>(126) | 31<br>(194) | 31<br>(198) | 31<br>(198) | 40<br>(119) | 31<br>(122) | 31<br>(159) | 31<br>(97) | 8<br>(56) |
| 2 | 20<br>(1065) | 40<br>(95) | 20<br>(118) | 1<br>(100) | 20<br>(128) | 40<br>(121) | 40<br>(115) | 22<br>(109) | 20<br>(96) | 40<br>(116) | 22<br>(94) | 31<br>(47) |
| 3 | 40<br>(991) | 20<br>(94) | 33<br>(97) | 22<br>(98) | 40<br>(117) | 20<br>(105) | 22<br>(112) | 31<br>(106) | 22<br>(95) | 22<br>(92) | 20<br>(88) | 3<br>(41) |
| 4 | 7<br>(968) | 9<br>(91) | 40<br>(94) | 20<br>(92) | 19<br>(116) | 19<br>(97) | 20<br>(110) | 20<br>(93) | 40<br>(77) | 9<br>(80) | 3<br>(78) | 20<br>(36) |
| 5 | 22<br>(922) | 24<br>(88) | 24<br>(86) | 40<br>(91) | 1<br>(84) | 22<br>(78) | 3<br>(86) | 33<br>(88) | 19<br>(76) | 20<br>(77) | 35<br>(75) | 13<br>(27) |
| 6 | 8<br>(747) | 1<br>(82) | 27,9<br>(71)<br>(71) | 8<br>(81) | 33<br>(88) | 8<br>(71) | 27<br>(82) | 10<br>(82) | 8<br>(71) | 19<br>(71) | 19<br>(59) | 35<br>(25) |
| 7 | 19<br>(729) | 3, 8<br>(79)<br>(79) | — | 9<br>(78) | 10<br>(65) | 3<br>(70) | 8<br>(73) | 19<br>(81) | 10,33<br>(65)<br>(65) | 1<br>(70) | 8<br>(55) | 33<br>(24) |
| 8 | 33<br>(663) | — | 22<br>(69) | 27<br>(71) | 8<br>(63) | 33<br>(68) | 19<br>(71) | 29<br>(73) | — | 29<br>(64) | 34<br>(51) | 10<br>(23) |
| 9 | 1<br>(644) | 22<br>(75) | 3<br>(68) | 5<br>(68) | 22<br>(61) | 1<br>(65) | 33<br>(65) | 8<br>(63) | 21<br>(60) | 33<br>(60) | 13<br>(50) | 22<br>(21) |
| 10 | 27<br>(618) | 7<br>(68) | 8<br>(66) | 10<br>(64) | 24<br>(59) | 24,28<br>(53)<br>(53) | 1,10<br>(58)<br>(58) | 35<br>(65) | 3<br>(59) | 27<br>(56) | 7<br>(49) | 40<br>(20) |

* Numbers in parentheses represent total weighted scores for that item.

## TABLE V

## RESULTS OF STUDENT NEEDS ASSESSMENT
## TOTAL 9th GRADE STUDENTS

March - April 1975

| Need Number | District | Grossmont | Helix | El Cajon | Mt. Miguel | El Capitan | Granite Hills | Monte Vista | Santana | Valhalla | Chaparral-Skyline | Special Ed. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 31 *<br>(432) | 40<br>(41) | 40<br>(36) | 40<br>(33) | 31<br>(70) | 31<br>(70) | 40<br>(46) | 31<br>(47) | 31,39<br>(27) | 31<br>(63) | 13<br>(24) | 8<br>(13) |
| 2 | 40<br>(309) | 31<br>(40) | 31<br>(35) | | 19<br>(39) | 19<br>(41) | 31<br>(41) | 19<br>(34) | | 22<br>(39) | 20<br>(16) | 3,9,<br>33<br>(8) |
| 3 | 19<br>(224) | 24<br>(29) | 10<br>(31) | 8<br>(30) | 1<br>(22) | 40<br>(27) | 19<br>(24) | 33<br>(30) | 33<br>(25) | 40<br>(35) | 22<br>(15) | -<br>- |
| 4 | 22<br>(223) | 9<br>(25) | 33<br>(30) | 31<br>(27) | 22,40<br>(21) | 22,24<br>(25) | 27<br>(22) | 10<br>(28) | 22<br>(22) | 1<br>(34) | 34<br>(14) | -<br>- |
| 5 | 1<br>(214) | 38<br>(23) | 20<br>(23) | 1<br>(26) | -<br>- | -<br>- | 7<br>(21) | 20,40<br>(26) | 15<br>(21) | 9<br>(30) | 14,10<br>1,8<br>(12) | 6,29<br>(7) |
| 6 | 20<br>(260) | 22<br>(22) | 3<br>(22) | 22<br>(24) | 34<br>(18) | 20<br>(22) | 33<br>(20) | -<br>- | -<br>- | 20<br>(22) | 19,24<br>38<br>(12) | -<br>- |
| 7 | 33<br>(186) | 21<br>(20) | 8<br>(21) | 20<br>(23) | 29<br>(17) | 8,33<br>(17) | 13,22<br>(18) | 3<br>(23) | 20,13<br>(20) | 29<br>(21) | -<br>- | 31<br>(6) |
| 8 | 10<br>(181) | 20<br>(17) | 1,11<br>28<br>(17) | 35,13<br>9<br>(21) | 33<br>(16) | | | 9<br>(19) | | 33<br>(20) | | 38<br>(5) |
| 9 | 9<br>(160) | 39,36<br>13,19<br>(16) | | | 15,8<br>(15) | 1, 12<br>21<br>(14) | 29,<br>20<br>(17) | 29<br>(17) | 24<br>(19) | 19,3<br>(19) | | 21,22,<br>25<br>(4) |
| 10 | 24<br>(158) | | | | | | | 22<br>(14) | 1<br>(17) | | | |

* Numbers in parentheses represent total weighted scores for that item.

## TABLE VI

### RESULTS OF STUDENT NEEDS ASSESSMENT
### TOTAL 10th GRADE STUDENTS
March - April 1975

| Need Number | District | Grossmont | Helix | El Cajon | Mt. Miguel | El Capitan | Granite Hills | Monte Vista | Santana | Valhalla | Chaparral-Skyline | Special Ed. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 31 *<br>(409) | 31<br>(50) | 31<br>(50) | 27,20<br>(26) | 31<br>(48) | 31<br>(52) | 20<br>(49) | 22<br>(37) | 31<br>(38) | 31<br>(37) | 31<br>(32) | 20<br>(19) |
| 2 | 20<br>(343) | 3<br>(38) | 20<br>(34) | | 40,20<br>(41) | 40<br>(41) | 31<br>(47) | 33<br>(13) | 20<br>(28) | 40<br>(33) | 8<br>(27) | 31,34<br>(16) |
| 3 | 40<br>(265) | 20<br>(33) | 24<br>(31) | 31<br>(24) | | 20<br>(35) | 22<br>(42) | 20<br>(31) | 40<br>(26) | 27<br>(31) | 22<br>(26) | |
| 4 | 22<br>(236) | 9<br>(23) | 8<br>(31) | 5<br>(22) | 19<br>(40) | 3<br>(32) | 27<br>(28) | 7<br>(30) | 19<br>(25) | 19<br>(28) | 20,34<br>(24) | 13<br>(14) |
| 5 | 8<br>(233) | 8,22<br>(22) | 22<br>(24) | 40,3<br>(22) | 10<br>(25) | 8<br>(23) | 8<br>(27) | 8<br>(28) | 8<br>(22) | (33)<br>(24) | | 3<br>(13) |
| 6 | 3<br>(214) | | 33<br>(21) | | 9<br>(24) | 19<br>(21) | 3,28,40<br>(20) | 21,31<br>(19) | 22<br>(20) | 20<br>(22) | 3<br>(22) | 24<br>(11) |
| 7 | 19<br>(188) | 13<br>(21) | 3<br>(20) | 1<br>(21) | 33<br>(22) | 29<br>(20) | | | 21<br>(19) | 21<br>(19) | 24<br>(18) | 32<br>(10) |
| 8 | 27<br>(184) | 40<br>(20) | 19<br>(17) | 22,23<br>(20) | 8<br>(21) | 22,23<br>(15) | | 27<br>(18) | 29<br>(17) | 24,1<br>(17) | 13<br>(16) | 25<br>(9) |
| 9 | 24<br>(175) | 10<br>(19) | 16,27<br>(15) | | 22,27<br>(19) | | 34<br>(19) | 19,29<br>(17) | 23,13<br>(16) | | 35<br>(14) | 35,37<br>(8) |
| 10 | 33<br>(166) | 27,35<br>(17) | | 38<br>(19) | | 34,27<br>(14) | 16,35<br>(18) | | | 28<br>(15) | 19,21<br>28 (13) | |

* Numbers in parentheses represent total weighted scores for that item.

## TABLE VII

### RESULTS OF STUDENT NEEDS ASSESSMENT
### TOTAL 11th GRADE STUDENTS
### March - April 1975

| Need Number | District | Grossmont | Helix | El Cajon | Mt. Miguel | El Capitan | Granite Hills | Monte Vista | Santana | Valhalla | Chaparral-Skyline | Special Ed. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 31 *<br>(364) | 31<br>(27) | 31<br>(68) | 31<br>(41) | 20<br>(33) | 40<br>(30) | 31<br>(47) | 31<br>(40) | 31<br>(38) | 31<br>(41) | 22<br>(30) | 8<br>(27) |
| 2 | 20<br>(280) | 19<br>(26) | 20<br>(31) | 3<br>(25) | 31<br>(32) | 31<br>(28) | 3<br>(38) | 29<br>(37) | 22<br>(35) | 40<br>(38) | 31<br>(29) | 3<br>(16) |
| 3 | 8<br>(236) | 27,40<br>(25) | 40<br>(30) | 20<br>(24) | 1<br>(30) | 20<br>(26) | 22<br>(33) | 22<br>(29) | 19<br>(28) | 20<br>(31) | 29<br>(28) | 19<br>(14) |
| 4 | 22<br>(235) |  | 26<br>(4) | 1<br>(22) | 33<br>(26) | 33<br>(24) | 20,24<br>(26) | 33<br>(27) | 8<br>(27) | 9<br>(31) | 35<br>(22) | 10<br>(12) |
| 5 | 40<br>(228) | 20<br>(24) | 29,33<br>(25) | 9,21<br>22<br>(22) | 40,10<br>(22) | 28<br>(23) |  | 24<br>(26) | 20<br>(22) | 29<br>(28) | 7<br>(21) | 7<br>(10) |
| 6 | 29<br>(217) | 9,29<br>(23) |  |  |  | 16,10<br>(21) | 40,9<br>(25) | 35,40<br>(23) | 21,40<br>(21) | 22<br>(26) | 1,3<br>27<br>(18) | 22<br>(9) |
| 7 | 3<br>(173) |  | 9<br>(24) |  | 19<br>(20) |  |  |  |  | (22) | 8 | 5,6,<br>13,17<br>(8) |
| 8 | 33<br>(170) | 8<br>(22) | 28<br>(20) | 8<br>(21) | 3<br>(19) | 8<br>(20) | 10<br>(24) | 8<br>(21) | 10,33<br>(19) | 27<br>(19) |  | 20,27<br>35<br>(8) |
| 9 | 19<br>(161) | 21<br>(19) | 22,19<br>(17) | 24,7<br>(16) | 35<br>(18) | 3<br>(19) | 27<br>(19) | 25,28<br>(19) |  | 24<br>(18) | 33<br>(17) |  |
| 10 | 27<br>(159) | 24<br>(17) |  |  | 13<br>(17) | 9<br>(17) | 16<br>(18) |  | 3<br>(15) | 1,33<br>(16) | 20<br>(15) |  |

* Numbers in parentheses represent total weighted scores for that item.

## TABLE VIII

### RESULTS OF STUDENT NEEDS ASSESSMENT
### TOTAL 12th GRADE STUDENTS
### March - April 1975

| Need Number | District | Grossmont | Helix | El Cajon | Mt. Miguel | El Capitan | Granite Hills | Monte Vista | Santana | Valhalla | Chaparral-Skyline | Special Ed. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 31 *<br>(424) | 31<br>(52) | 27<br>(35) | 27<br>(35) | 31<br>(49) | 31<br>(48) | 31<br>(59) | 40<br>(37) | 20<br>(26) | 31<br>(18) | 20<br>(33) | 31<br>(19) |
| 2 | 20<br>(242) | 1<br>(45) | 31<br>(32) | 31<br>(34) | 20<br>(40) | 1,19<br>(29) | 1<br>(30) | 31<br>(31) | 3<br>(25) | 22<br>(13) | 31<br>(30) | 35<br>(9) |
| 3 | 22<br>(233) | 7<br>(33) | 20<br>(28) | 22<br>(32) | 40<br>(33) |  | 8<br>(26) | 27<br>(30) | 7<br>(21) | 40,19<br>(10) | 3,22<br>(27) | 22,20<br>(8) |
| 4 | 40<br>(189) | 24<br>(27) | 9,7<br>(21) | 1<br>(31) | 33<br>(24) | 22<br>(28) | 40<br>(24) | 22<br>(29) | 10<br>(20) |  |  |  |
| 5 | 1<br>(187) | 3<br>(22) |  | 5<br>(28) | 22<br>(22) | 40<br>(24) | 19<br>(23) | 10,2<br>(26) | 31,35<br>(19) | 9<br>(8) | 8,19<br>(20) | 8<br>(7) |
| 6 | 27<br>(174) | 8,22<br>33<br>(21) | 4,5<br>(20) | 30<br>(3) | 1<br>(18) | 27,20<br>(22) | 22,35<br>(22) |  |  | 23,28<br>(6) |  | 39<br>(6) |
| 7 | 19<br>(156) |  |  | 40,36<br>20,9<br>(19) | 19<br>(17) |  |  | 35<br>(25) | 4,8<br>22<br>(18) |  | 35<br>(18) | 12,13<br>36,40<br>(5) |
| 8 | 8<br>(152) |  | 11<br>(18) |  | 24<br>(16) | 9<br>(18) | 3<br>(10) | 33<br>(18) |  | 29,35<br>39,13<br>(5) | 7,23<br>(16) | 9<br>(6) |
| 9 | 3,9<br>(144) | 9,20<br>(20) | 12<br>(17) |  | 38,23<br>8(14) | 4<br>(16) | 20<br>(18) | 8,19<br>(17) |  |  |  |  |
| 10 |  |  | 15<br>(16) |  |  | 35<br>(15) | 33<br>(16) |  | 27<br>(15) |  | 38<br>(14) |  |

* Numbers in parentheses represent total weighted scores for that item.

## TABLE IX

## RESULTS OF STUDENT NEEDS ASSESSMENT
CHAPARRAL - SKYLINE
March - April 1975

| | STUDENTS | | | | | ADULTS | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Need Number | 9th Grade | 10th Grade | 11th Grade | 12th Grade | TOTAL | Admini- strators | Business | Counselors | Parents | Teachers | TOTAL | TOTAL STUDENTS ADULT |
| 1 | 13*<br>(24) | 31<br>(32) | 22<br>(30) | 20<br>(33) | 31<br>(97) | ** | ** | ** | ** | -<br>- | | |
| 2 | 20<br>(16) | 8<br>(27) | 31<br>(29) | 31<br>(30) | 22<br>(94) | | | | | 31<br>(4) | | |
| 3 | 22<br>(15) | 22<br>(26) | 29<br>(28) | 3,22<br>(27) | 20<br>(88) | | | | | 20<br>(3) | | |
| 4 | 34<br>(14) | 20,34<br>(24) | 35<br>(22) | | 3<br>(78) | | | | | 13<br>(2) | | |
| 5 | 14,10<br>1,8<br>(12) | | 7<br>(21) | 8,19<br>(20) | 35<br>(75) | | | | | 34<br>(1) | | |
| 6 | 19,24<br>38<br>(12) | 3<br>(22) | 1,3<br>27<br>(18) | | 19<br>(59) | | | | | | | |
| 7 | | 24<br>(18) | | 35<br>(18) | 8<br>(55) | | | | | | | |
| 8 | | 13<br>(16) | | 7,23<br>(16) | 34<br>(51) | | | | | | | |
| 9 | | 35<br>(14) | 33<br>(17) | | 13<br>(50) | | | | | | | |
| 10 | | 19,21<br>28(13) | 20<br>(15) | 38<br>(14) | 7<br>(49) | | | | | | | |

* Numbers in parentheses represent total weighted scores for that item.

** No data submitted for this group.

## TABLE X

### RESULTS OF STUDENT NEEDS ASSESSMENT
### EL CAJON VALLEY
### March - April 1975

| Need Number | STUDENTS | | | | | ADULTS | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 9th Grade | 10th Grade | 11th Grade | 12th Grade | TOTAL | Admini | Business | Counselors | Parents | Teachers | TOTAL | TOTAL STUDENTS AND ADULTS |
| 1 | *<br>10,40<br>(33) | 27,20<br>(26) | 31<br>(41) | 27<br>(35) | 31<br>(25) | 3<br>(5) | 6,20<br>(7) | 3<br>(20) | 1<br>(10) | 11<br>(16) | 10<br>(10) | 3<br>(51) |
| 2 | | | 3<br>(25) | 31<br>(34) | 1<br>(31) | 2<br>(4) | | 2<br>(19) | 3<br>(9) | 5<br>(13) | 9<br>(9) | 2<br>(33) |
| 3 | 8<br>(30) | 31<br>(24) | 20<br>(24) | 22<br>(32) | 22<br>(36) | 33<br>(3) | 13<br>(6) | 33,37<br>(12) | .5<br>(7) | 27,14<br>3 (12) | 8<br>(4) | 33<br>(21) |
| 4 | 31<br>(27) | 5<br>(22) | 1<br>(22) | 1<br>(31) | 20<br>(24) | 37<br>(2) | 2,3,<br>23 (5) | | 11<br>(4) | | - | 5,11<br>(20) |
| 5 | 1<br>(26) | 40,3<br>(22) | 9,21<br>22<br>(22) | (5)<br>(28) | 40<br>(30) | 10<br>(1) | | 10<br>(9) | 12,22<br>25,29<br>(3) | | 6<br>(7) | |
| 6 | 22<br>(24) | | | 30<br>(3) | 8<br>(27) | | | 25<br>(2) | | 9<br>(9) | 5<br>(20) | 37<br>(16) |
| 7 | 20<br>(23) | 1<br>(21) | | 40,36<br>20,9<br>(19) | 9<br>(5) | | 8,22<br>24 (4) | 19<br>(1) | | 20,22<br>(7) | - | 1<br>(15) |
| 8 | 35,13<br>9 (21) | 22,23<br>(20) | 8<br>(21) | | 27<br>(34) | | | | | | 3<br>(51) | 10,20,22<br>(14) |
| 9 | | | 24,7<br>(16) | | 5<br>(40) | | | | | 28,33<br>(6) | 2<br>(28) | |
| 10 | | 38<br>(19) | | | 10<br>(10) | | 28,31<br>37 (2) | | | | 1<br>(10) | |

* Numbers in parentheses represent total weighted scores for that item.

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## TABLE XI

## RESULTS OF STUDENT NEEDS ASSESSMEN
## EL CAPITAN
## March - April 1975

| Need Number | STUDENTS<br>9th Grade | <br>10th Grade | <br>11th Grade | <br>12th Grade | <br>TOTAL | ADULTS<br>Administrators | <br>Business | <br>Counselors | <br>Parents | <br>Teachers | <br>TOTAL | TOTAL STUDENTS AND ADULTS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 31* (70) | 31 (52) | 40 (30) | 31 (48) | 31 (198) | 2, 36 (5) | 8 (8) | 15 (5) | 3 (15) | 1,14 (13) | 10 (19) | 1,3 (30) |
| 2 | 19 (41) | 40 (41) | 31 (28) | 1,19 (29) | 40 (121) | | 10 (6) | 27,1, 3 (8) | 10 (13) | | 9 (5) | |
| 3 | 40 (27) | 20 (35) | 20 (26) | | 20 (105) | 1,32 (4) | 6,12, 27,36 (5) | | 31 (6) | 27 (10) | 8 (8) | 27 (28) |
| 4 | 22,24 (25) | 3 (32) | 33 (24) | 22 (28) | 19 (97) | | | | 27,14 9,5,4 1,(5) | 29 (7) | 7 (0) | 31 (21) |
| 5 | | 8 (23) | 28 (23) | 40 (24 | 22 (78) | 20,3 (3) | | 2,6, 15,22 28(5) | | 15 (6) | 6 (14) | 10,14 (20) |
| 6 | 20 (22) | 19 (21) | 16,10 (21) | 27,2 (22) | 8 (71) | | | | | 13,30 (5) | 5 (5) | |
| 7 | 8,33 (17) | 29 (20 | | | 3 (70 | | 40,6 3 (4) | | | | 4 (5) | 28,9 (12) |
| 8 | | 22,33 (15) | 8 (20) | 9 (18 | 33 (68) | | | | | 11,28 32 (4) | 3 (30) | |
| 9 | 1,12 21 (14) | | 3 (19) | 4 (16) | 1 (65) | | | | | | 2 (0) | 6,13,15,36 (11) |
| 10 | | 34,2 7(14) | 9 (17) | 35 (15) | 24,28 (53) | | 17,19 28 (2) | 40,11 (4) | 13,16 (4) | | 1 (30) | |

* Numbers in parentheses represent total weighted scores for that item.

## TABLE XII

## RESULTS OF STUDENT NEEDS ASSESSMENT
## GRANITE HILLS
## March - April, 1975

| Need Number | STUDENTS | | | | | ADULTS | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 9th Grade* | 10th Grade | 11th Grade | 12th Grade | TOTAL | Admini-strators | Business | Counselors | Parents | Teachers | TOTAL | TOTAL STUDENTS and ADULTS |
| 1 | 40 (46) | 20. (49) | 31 (47) | 31 (59) | 31 (196) | 27 (5) | 2,3,19 (5) | 1 (15) | 2,11,23 (8) | 27 (19) | 10 (14) | 27 (44) |
| 2 | 31 (41) | 31 (47) | 3 (38) | 1 (30) | 40 (115) | 2 (4) | | 27 (13) | | 2 (5) | 9 (11) | 1 (37) |
| 3 | 19 (24) | 22 (42) | 22 (33) | 8 (26) | 22 (112) | 11 (3) | | 19 (12) | | 15 (11) | 8 (0) | 2 (30) |
| 4 | 27 (22) | 27 (28) | 20,24 (26) | 40 (24) | 20 (110) | 15 (2) | 1,10 14,29 (4) | 10 (10) | 29 (6) | 36 (8) | 7 (0) | 19 (20) |
| 5 | 7 (21) | 8 (27) | | 19 (23) | 3 (86) | 9 (1) | | 3 (9) | 3,9,27 (5) | 30,31 (6) | 6 (6) | 11 (19) |
| 6 | 33 (20) | 3,28 40 (20) | 40,9 (25) | 22,35 (22) | 27 (82) | | | 2 (8) | | | 5 (12) | 3,10,23,31 (17) |
| 7 | 13,22 (18) | | | | 8 (73) | | | 5,12,23 (7) | | 2,5,9 11,12 20,32 (5) | 4 (0) | 9,12 (16) |
| 8 | | | 10 (24) | 3 (19) | 19 (71) | | 16,12 (3) | | 1,6, 17,22 31 (4) | | 3 (19) | |
| 9 | 29,20 (17) | 34 (19) | 27 (19) | 20 (18) | 33 (65) | | | | | | 2 (35) | |
| 10 | | 16,35 (18) | 16 (18) | 33 (16) | 1,10 (58) | | 23,27 31,6 (2) | 24,14 (6) | | | 1 (23) | |

* Numbers in parentheses represent total weighted scores for that item.

## TABLE XIII

## RESULTS OF STUDENT NEEDS ASSESSMENT
## GROSSMONT
## March - April 1975

| Need Number | STUDENTS | | | | | ADULTS | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 9th Grade | 10th Grade | 11th Grade | 12th Grade | TOTAL | Admini-strators | Business | Counselors | Parents | Teachers | TOTAL | TOTAL STUDENTS and ADULTS |
| 1 | 40*<br>(41) | 31<br>(50) | 31<br>(27) | 31<br>(52) | 31<br>(160) | ** | 9<br>(5) | 2<br>(10) | 3<br>(17) | ** | 10<br>(0) | 2<br>(26) |
| 2 | 31<br>(40) | 3<br>(38) | 19<br>(26) | 1<br>(45) | 40<br>(95) | | 28<br>(4) | 9<br>(0) | 2<br>(2) | | 9<br>(5) | 28<br>(19) |
| 3 | 24<br>(29) | 20<br>(33) | 27,40<br>(25) | 7<br>(33) | 20<br>(94) | | 29<br>(3) | 1<br>(8) | 27<br>(15) | | 8<br>(0) | 1,3,27<br>(17) |
| 4 | 9<br>(25) | 9<br>(23) | | 24<br>(27) | 9<br>(91) | | 1<br>(2) | 22<br>(6) | 28<br>(13) | | 7<br>(8) | |
| 5 | 38<br>(23) | 8,22<br>(22) | 20<br>(24) | 3<br>(22) | 24<br>(88) | | 5<br>(1) | 12,32<br>33<br>(4) | 7<br>(8) | | 6<br>(0) | |
| 6 | 22<br>(22) | | 9,29<br>(23) | 8,22<br>33<br>(21) | 1<br>(82) | | | | 1,31<br>(7) | | 5<br>(1) | 5,9,22,33<br>(10) |
| 7 | 21<br>(20) | 13<br>(21) | | | 3,8<br>(79) | | | | | | 4<br>(0) | |
| 8 | 20<br>(17) | 40<br>(20) | 8<br>(22) | | | | | 36<br>(3) | 33,20<br>10<br>(6) | | 3<br>(17) | |
| 9 | 39,36<br>13,19<br>(16) | 10<br>(19) | 21<br>(19) | 9,20<br>(20) | 22<br>(75) | | | 19,27<br>28<br>(2) | | | 2<br>(12) | |
| 10 | | 27,35<br>(17) | 24<br>(17) | | 7<br>(68) | | | | | | 1<br>(17) | 7<br>(9) |

* Numbers in parentheses represent total weighted scores for that item.
** No data submitted for this group.

## TABLE XIV

## RESULTS OF STUDENT NEEDS ASSESSMENT
HELIX
March - April 1975

| Need Number | STUDENTS | | | | | ADULTS | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 9th Grade | 10th Grade | 11th Grade | 12th Grade | TOTAL | Administrators | Business | Counselors | Parents | Teachers | TOTAL | TOTAL STUDENTS AND ADULTS |
| 1 | 40* (36) | 31 (50) | 31 (68) | 27 (35) | 31 (161) | 2 (5) | ** | 27 (14) | 20 (12) | 2 (10) | 10 (17) | 2,27 (28) |
| 2 | 31 (35) | 20 (34) | 20 (31) | 31 (32) | 20 (118) | 19 (4) | | 11 (8) | 23 (11) | 15 (6) | 9 (0) | |
| 3 | 10 (31) | 24 (31) | 40 (30) | 20 (28) | 33 (97) | 27 (3) | | 8,10 (6) | 2,7 (10) | 28 (5) | 8 (3) | 10 (17) |
| 4 | 33 (30) | 8 (31) | 26 (4) | 9,7 (21) | 40 (94) | 29 (2) | | | | 27,5 (4) | 7 (10) | 5,15,20 (14) |
| 5 | 20 (23) | 22 (24) | 29,33 (25) | | 24 (86) | 31 (1) | | 1,5 (5) | 3 (9) | | 6 (0) | |
| 6 | 3 (22) | 33 (21) | | 4,5 (20) | 27,9 (71) | | | | 10,19<br>31,40 (8) | 8,10 (3) | 5 (4) | |
| 7 | 8 (21) | 3 (20) | 9 (24) | | | | | 2,30 (3) | | | 4 (0) | 1,19 (12) |
| 8 | 1,11<br>28 (17) | 19 (17) | 28 (20) | 11 (18) | 22 (69) | | | | | 25,31 (2) | 3 (9) | |
| 9 | | 16,27 (15) | 22,19 (17) | 12 (17) | 3 (68) | | | 20 (2) | | | 2 (28) | 23,28,31 (11) |
| 10 | | | | 15 (16) | 8 (66) | | | 28 (1) | 24,27<br>1(7) | 37 (1) | 1 (5) | |

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* Numbers in parentheses represent total weighted scores for that item.

** No data submitted for this group.

## TABLE XV

## RESULTS OF STUDENT NEEDS ASSESSMENT
## MONTE VISTA
## March - April 1975

| Need Number | STUDENTS | | | | | ADULTS | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 9th Grade | 10th Grade | 11th Grade | 12th Grade | TOTAL | Administrators | Business | Counselors | Parents | Teachers | TOTAL | TOTAL STUDENTS and ADULTS |
| 1 | 31*<br>(47) | 22<br>(37) | 31<br>(40) | 40<br>(37) | 40<br>(119) | 27<br>(5) | ** | 27<br>(22) | ** | ** | 10<br>(0) | 27<br>(27) |
| 2 | 19<br>(34) | 33<br>(13) | 29<br>(37) | 31<br>(31) | 22<br>(109) | 1<br>(4) | | 1<br>(20 | | | 9<br>(0) | 1<br>(24) |
| 3 | 33<br>(30) | 20<br>(31) | 22<br>(29) | 27<br>(30) | 31<br>(106) | 3<br>(3) | | 2<br>(7) | | | 8<br>(0) | 11<br>(10) |
| 4 | 10<br>(28) | 7<br>(30) | 33<br>(27) | 22<br>(29) | 20<br>(93) | 33<br>(2) | | 28,31<br>(6) | | | 7<br>(0) | 2<br>(7) |
| 5 | 20,40<br>(26) | 8<br>(28) | 24<br>(26) | 10,20<br>(26) | 33<br>(88) | 19<br>(1) | | | | | 6<br>(0) | 19,28,31<br>(6) |
| 6 | | 21,31<br>(19) | 35,40<br>(23) | | 10<br>(82) | | | 40,19<br>10<br>(5) | | | 5<br>(4) | |
| 7 | 3<br>(23) | | | 35<br>(25) | 19<br>(81) | | | | | | 4<br>(0) | |
| 8 | 9<br>(19) | 27<br>(18) | 8<br>(21) | 33<br>(18) | 29<br>(73) | | | | | | 3<br>(3) | 10,40<br>(5) |
| 9 | 29<br>(17) | 19,29<br>(17) | 25,28<br>(19) | 9,19<br>(17) | 8<br>(68) | | | 5,17<br>(4) | | | 2<br>(7) | 5,17,33<br>(4) |
| 10 | 22<br>(14) | | | | 35<br>(65) | | | | | | 1<br>(24) | |

* Numbers in parentheses represent total weighted scores for that item.

** No data submitted for this group.

## TABLE XVI

### RESULTS OF STUDENT NEEDS ASSESSMENT
MT. MIGUEL
March - April 1975

| | STUDENTS | | | | | | | | ADULTS** | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Need Number | 9th Grade | 10th Grade | 11th Grade | 12th Grade | TOTAL | | | | | | | | |
| 1 | 31*<br>(70) | 31<br>(48) | 20<br>(33) | 31<br>(49) | 31<br>(29) | | | | | | | | |
| 2 | 19<br>(39) | 40,20<br>(41) | 31<br>(32) | 20<br>(40) | 20<br>(19) | | | | | | | | |
| 3 | 1<br>(22) | | 1<br>(30) | 40<br>(33) | 40<br>(5) | | | | | | | | |
| 4 | 22,40<br>(21) | 19<br>(40) | 33<br>(26) | 33<br>(24) | 19<br>(15) | | | | | | | | |
| 5 | | 10<br>(25) | 40,10<br>(22) | 22<br>(22) | 1<br>(31) | | | | | | | | |
| 6 | 34<br>(18) | 9<br>(24) | | 1<br>(18) | 33<br>(12) | | | | | | | | |
| 7 | 29<br>(17) | 33<br>(22) | 19<br>(20) | 19<br>(17) | 10<br>(24) | | | | | | | | |
| 8 | 33<br>(16) | 8<br>(21) | 3<br>(19) | 24<br>(16) | 8<br>(8) | | | | | | | | |
| 9 | 15,8<br>(15) | 22,27<br>(19) | 35<br>(18) | 38,23<br>8(14) | 22<br>(34) | | | | | | | | |
| 10 | | | 13<br>(17) | | 24<br>(16) | | | | | | | | |

* Numbers in parentheses represent total weighted scores for that item.

** No data submitted for this group.

## TABLE XVII

## RESULTS OF STUDENT NEEDS ASSESSMENT
## SANTANA
## MARCH - APRIL 1975

| Need Number | STUDENTS<br>9th Grade | 10th Grade | 11th Grade | 12th Grade | Total | ADULTS<br>Admini-strators | Business | Counselors | Parents | Teachers | TOTAL | TOTAL STUDENTS and ADULTS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | *<br>81,39<br>(27) | 31<br>(38) | 31<br>(38) | 20<br>(26) | 31<br>(122) | ** | 3,5<br>(5) | 27<br>(16) | 11<br>(8) | 27<br>(19) | 10<br>(0) | 27<br>(37) |
| 2 |  | 20<br>(28) | 22<br>(35) | 3<br>(25) | 20<br>(96) |  |  | 1<br>(13) | 10,15<br>19,23<br>28(7) | 31<br>(10) | 9<br>(0) | 1<br>(26) |
| 3 | 33<br>(25) | 40<br>(26) | 19<br>(28) | 7<br>(21) | 22<br>(95) |  | 14,4<br>(4) | 11<br>(10) |  | 1<br>(8) | 8<br>(5) | 11<br>(24) |
| 4 | 22<br>(22) | 19<br>(25) | 8<br>(27) | 10<br>(20) | 40<br>(77) |  |  | 14,32<br>(7) |  | 4,22,<br>24,2<br>(7) | 7<br>(7) | 31<br>(18) |
| 5 | 40,15<br>(21) | 8<br>(22) | 20<br>(22) | 31,35<br>(19) | 19<br>(76) |  | 11,13<br>(3) |  |  |  | 6<br>(0) | 14,22<br>(17) |
| 6 |  | 22<br>(20) | 21,40<br>(21) |  | 8<br>(71) |  |  | 22<br>(5) |  |  | 5<br>(5) |  |
| 7 | 20,13<br>(20) | 21<br>(19) |  | 4,8<br>22<br>(18) | 10,33<br>(65) |  | 27,31<br>(2) | 15,3<br>29<br>(4) | 31<br>(6) |  | 4<br>(11) | 4<br>(14) |
| 8 |  | 29<br>(17) | 10,33<br>(19) |  |  |  |  |  | 1,8,9<br>20<br>(5) | 7,14<br>20,28<br>29,33<br>37(4) | 3<br>(9) | 3,15,28<br>(11) |
| 9 | 24<br>(19) | 23,13<br>(16) |  |  | 21<br>(60) |  | 16,36<br>(1) |  |  |  | 2<br>(7) |  |
| 10 | 1<br>(17) |  | 3<br>(15) | 27<br>(15) | 3<br>(59) |  |  | 19,7<br>(3) |  |  | 1<br>(26) |  |

* Numbers in parentheses represent total weighted scores for that item.
** No data submitted for this group.

## TABLE XVIII

## RESULTS OF STUDENT NEEDS ASSESSMENT
## SPECIAL EDUCATION
March - April 1975

| | STUDENTS | | | | | | | | ADULTS** | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Need Number | 9th Grade | 10th Grade | 11th Grade | 12th Grade | Total School | | | | | | | | |
| 1 | 8*<br>(13) | 20<br>(19) | 8<br>(27) | 31<br>(19) | 8<br>(56) | | | | | | | | |
| 2 | 3,9,<br>33,<br>(8) | 31,34<br>(16) | 3<br>(16) | 35<br>(9) | 31<br>(47) | | | | | | | | |
| 3 | | | 19<br>(14) | 22,20<br>(8) | 3<br>(41) | | | | | | | | |
| 4 | | 13<br>(14) | 10<br>(12) | | 20<br>(36) | | | | | | | | |
| 5 | 6,29<br>(7) | 3<br>(13) | 7<br>(10) | 8<br>(7) | 13<br>(27) | | | | | | | | |
| 6 | | 24<br>(11) | 22<br>(9) | 39<br>(6) | 35<br>(25) | | | | | | | | |
| 7 | 31<br>( 6) | 32<br>(10) | 5,6<br>13,17<br>(8) | 12,13<br>36,40<br>(5) | 33<br>(24) | | | | | | | | |
| 8 | 38<br>(5) | 25<br>(9) | 20,27<br>35(8) | 9<br>(6) | 10<br>(23) | | | | | | | | |
| 9 | 21,22<br>25(4) | 35,37<br>(8) | | | 22<br>(21) | | | | | | | | |
| 10 | | | | | 40<br>(20) | | | | | | | | |

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* Numbers in parentheses represent total weighted scores for that item.

** No data submitted for this group.

## TABLE XIX

## RESULTS OF STUDENT NEEDS ASSESSMENT
## VALHALLA
## March - April, 1975

| Need Number | STUDENTS | | | | | ADULTS | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 9th Grade | 10th Grade | 11th Grade | 12th Grade | Total | Administrators | Business | Counselors | Parents | Teachers | TOTAL | TOTAL STUDENTS and ADULTS |
| 1 | 31 *<br>(63) | 31<br>(37) | 31<br>(41) | 31<br>(18) | 31<br>(159) | 1<br>(5) | 3<br>(9) | 27<br>(15) | 27<br>(15) | 3<br>(13) | 10<br>(18) | 27<br>(40) |
| 2 | 22<br>(39) | 40<br>(33) | 40<br>(39) | 22<br>(13) | 40<br>(116) | 11<br>(4) | 19,27<br>28 (5) | | 9<br>(12) | 2,13<br>(10) | 9<br>(12) | 2<br>(28) |
| 3 | 40<br>(35) | 27<br>(31) | 20<br>(31) | 40,19<br>(10) | 22<br>(92) | 22<br>(4) | | 2<br>(5) | 2<br>(10) | | 8<br>(0) | 1,3<br>(23) |
| 4 | 1<br>(34) | 19<br>(28) | 9<br>(31) | | 9<br>(80) | 23<br>(2) | | 17,40<br>(4) | 19<br>(8) | 12<br>(9) | 7<br>(4) | |
| 5 | 9<br>(30) | 33<br>(24) | 29<br>(28) | 9<br>(8) | 20<br>(77) | 28<br>(1) | 10,7,<br>(4) | | 1,10<br>(5) | 14<br>(8) | 6<br>(24) | 10,19<br>(18) |
| 6 | 20<br>(22) | 20<br>(22) | 22<br>(26) | 23,28<br>(6) | 19<br>(71) | | | 33,10<br>(3) | | 31<br>(7) | 5<br>(1) | |
| 7 | 29<br>(21) | 21<br>(19) | 8<br>(22) | | 1<br>(70) | | 2,23<br>(3) | | 6,20<br>24,28<br>(4) | 10<br>(6) | 4<br>(7) | 9<br>(15) |
| 8 | 33<br>(20) | 24,1<br>(17) | 27<br>(19) | 29,35<br>39,13<br>(5) | 29<br>(64) | | | 12<br>(2) | | 1,4,<br>19,20<br>27(5) | 3<br>(23) | 28<br>(14) |
| 9 | 19,3<br>(19) | | 24<br>(18) | | 33<br>(60) | | 4<br>(2) | 3,5<br>(1) | | | 2<br>(28) | 12,14,23<br>(11) |
| 10 | | 28<br>(15) | 1,33<br>(16) | | 27<br>(56) | | 1,11,<br>38 (1) | | | | 1<br>(17) | |

* Numbers in parentheses represent total weighted scores for that item.

## CHAPTER IV

## CURRENT STATUS ASSESSMENT

In June 1974 the Grossmont Board of Education specified for priority action by the District, priority goals which had been identified by district citizens through the District Goals Committee. One of these goals was Goal #5 - Counseling: "The District will provide accessible counseling services to meet the needs of students in all areas." Objectives for Priority Goal #5 were stated. These objectives appear in Table XX.

As part of the Master Plan for Career Guidance and Counseling, data were gathered to determine the status of the District's effectiveness with respect to the objectives stated. It is to be understood that the thrust for the current year was to determine current status of programs; the thrust of the Master Plan is to design strategies to close the gap between what is and what should be.

In order to assess current status in terms of the objectives for Priority Goal #5, it was agreed that each counselor in the District would administer a questionnaire to a 10% representative sample of his/her counselees. A Student Questionnaire was developed to address objectives 1.1 through 1.3 and 1.6 through 1.12. A Parent Check Sheet was prepared for objective 1.4, and was sent home through the student in order to elicit parent response. Objective 1.5 required perusal of counselor records.

Results appear in Table XXI. It is important to note that the responses reflect students' and parents' perceptions of the degree to which each objective is being met. Table XXI is impressive in that it shows that a high percentage of respondents feel that most of the objectives are being met. The 54% positive response for objective 1.2 is deceptively low, as 24% of the respondents marked "don't know", and only 22% indicated that the grades received were not commensurate with ability. This item, then, reflects student opinion (or lack of opinion). The fact that 24% answered "don't know" indicates a need for counseling help.

For objective 1.4, 87% of parents surveyed reported that they received information about their student's course of study, 97% about their student's progress, and 48% about their student's standardized test scores.

Table XX lists the objectives and the numbers of respondents, and presents the percentages of positive and negative responses for each. These data are for the total district. Individual school data are presented in Tables XXII through XXXI.

For objectives 1.7 through 1.11, percentages of positive and negative responses are in terms of those who sought the help indicated. Percentages of students who did not seek such help are also given. The fact that such large percentages of students did not seek help in these areas suggests a need for investigation to determine whether or not these students needed the help.

In order to verify the accuracy of student responses, each counselor interviewed 20% of his/her counselees who took the questionnaire, and discussed their responses with them in terms of records, counselor observation, and students' explanations of their responses. Although a high degree of accuracy was reported, there is evidence that for individual items, from 4% to 17% of the students had inaccurate perceptions of themselves and/or of the guidance program. This is another indication of the need for developmental guidance services.

The results of the current status assessment furnished additional input for development of District goals.

# TABLE XX

## District Priority Goal #5 - Counseling

## Degree To Which Objectives Are Being Met

Objective 1.1 - A student will develop a personal career plan with short and long-range goals that is related to his/her aptitudes, interests, abilities, and available career and educational opportunities. (This objective was assessed by asking students to identify their short-term and long-term goals, and the degree to which their career plans fit with their aptitudes, interests, abilities and educational opportunities.)
N = 1996
83% - realistic plans 17% - not realistic

Objective 1.2 - A student, at the end of each semester, will be successful in his/her chosen educational program commensurate with his/her abilities, interests and values.
N = 1847
54% - yes 22% - no 24% - don't know

Objective 1.3 Each semester a student will be initially enrolled in the appropriate sections of required graduation courses based on entry skills, student requests, parent desires and teacher recommendations.
N = 1787
Got courses requested - 83% yes; 12% - no; 5% - don't know

Objective 1.4 Each year that their student is in high school, parents will acknowledge receipt of available information regarding their student's course of study, progress, aptitudes, abilities, and career interests.
N = 929 parents
Received information about their student's
" schedule of classes 87% yes 13% no
" school progress 97% yes 3% no
" standardized test scores 48% yes 42% no 10% don't know

Objective 1.5 A student identified as having a learning problem will receive guidance assistance during the school year.
N = 492
66% received assistance; 27% did not; 7% no records available

Objective 1.6 A student will indicate that he/she has received or could receive help with his/her personal problems if he/she requested the same from the Guidance Department.
N = 1845
71% - yes 29% - no

TABLE XX (Cont'd.)

Objective 1.7 - After the first three weeks of each semester, a student who requests guidance services will be afforded them within three days after receipt of the request by the Guidance Department.
N = 2034
76% - yes 24% - no (49% did not seek help)

Objective 1.8 - A student in need of guidance services (viewed as needing immediate attention by the student and staff) will be able to receive such services during the same day.
N = 1932
71% - yes 29% - no (65% did not seek help)

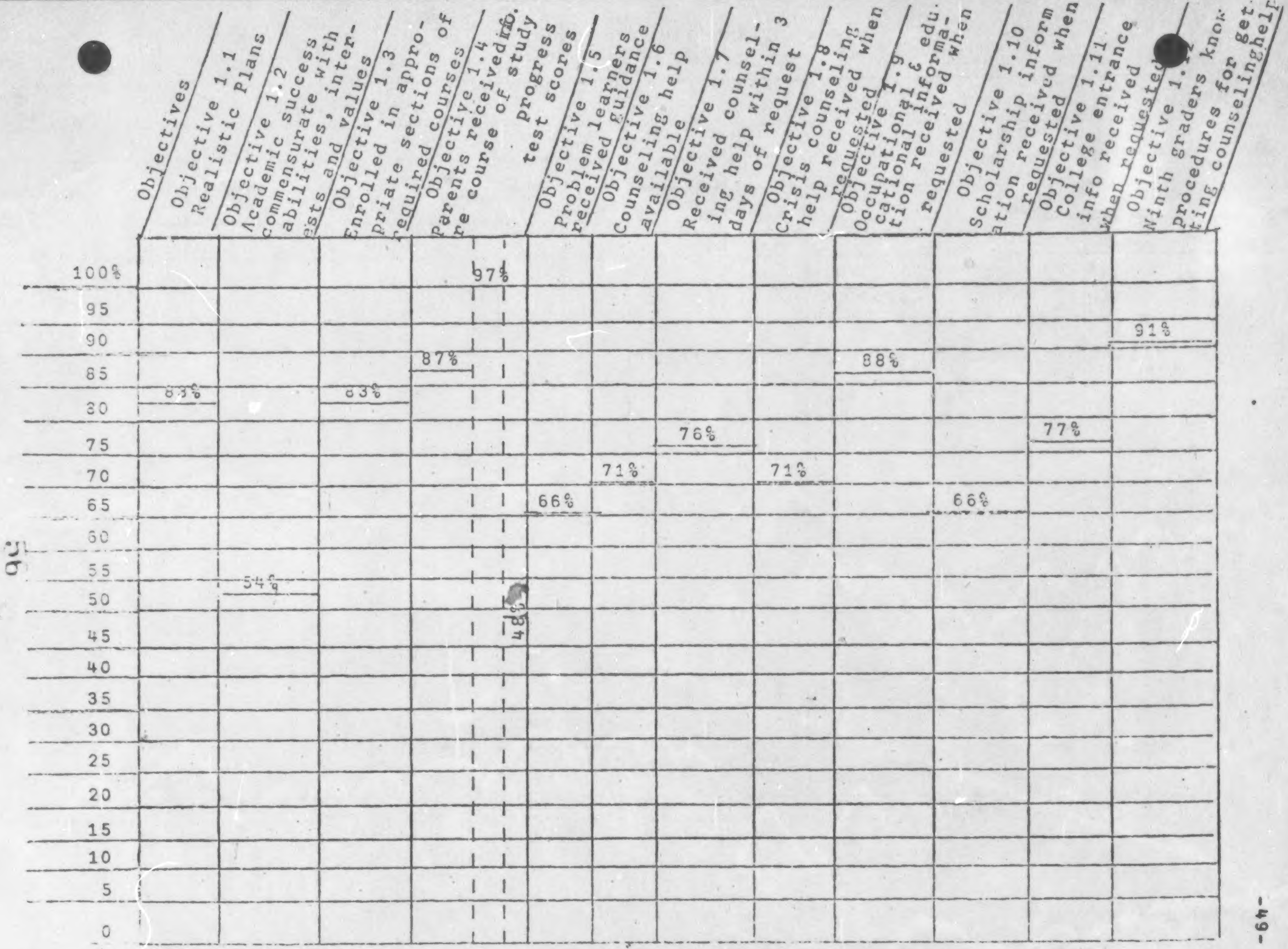
Objective 1.9 - A student who requests occupational and educational information will receive it.
N = 1914
88% - yes 12% - no (53% did not seek help)

Objective 1.10 - A student who requests scholarship information will receive it.
N = 1900
66% - yes 34% - no (82% did not seek help)

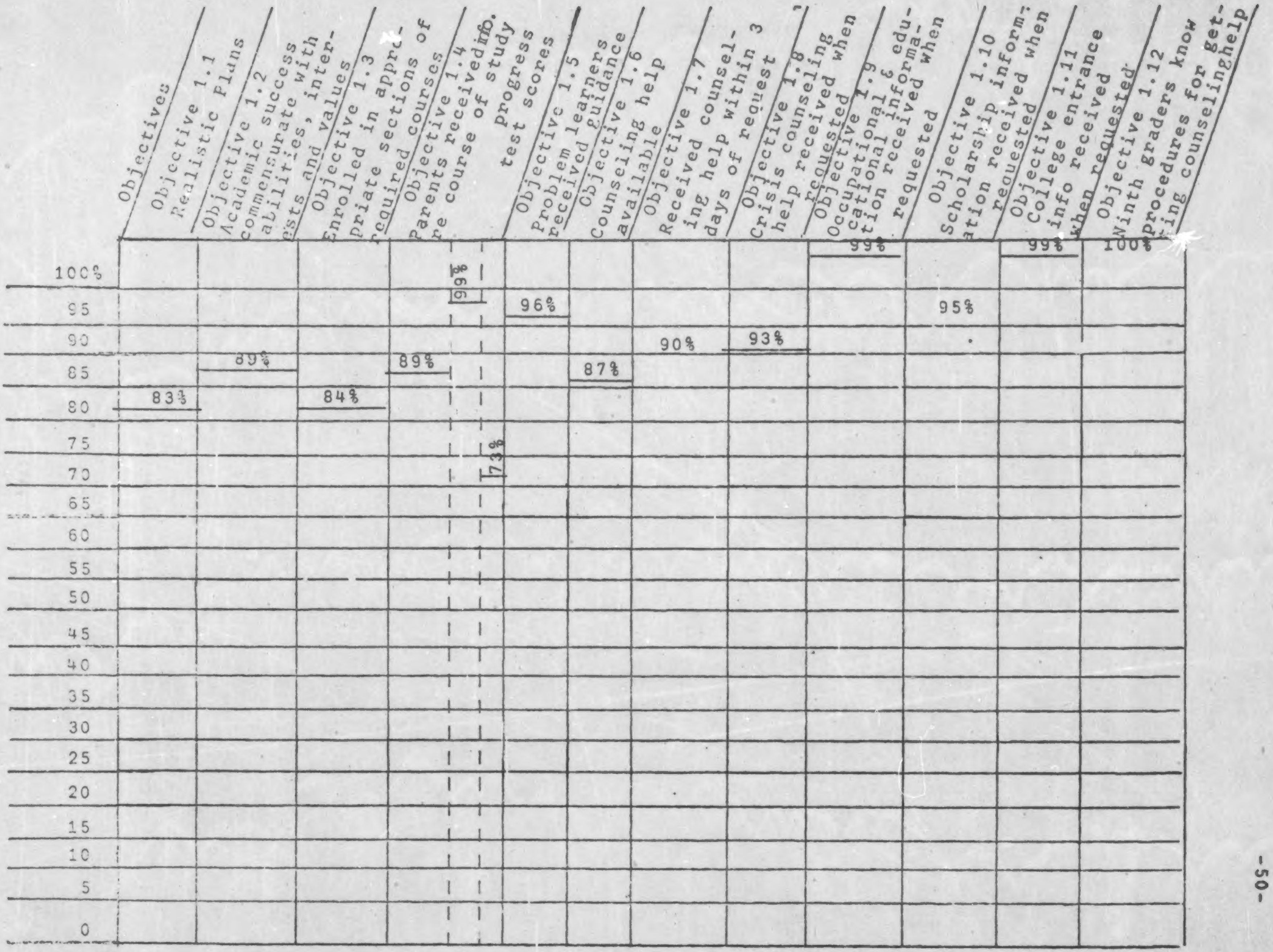
Objective 1.11 - A student who requests assistance or information on the procedures involved in college selection and application will receive it.
N = 1918
77% - yes 23% - no (76% did not seek help)

Objective 1.12 - Each ninth grade student will be able to demonstrate how to obtain specific guidance services in his/her high school.
N =
91% - yes 21% - no

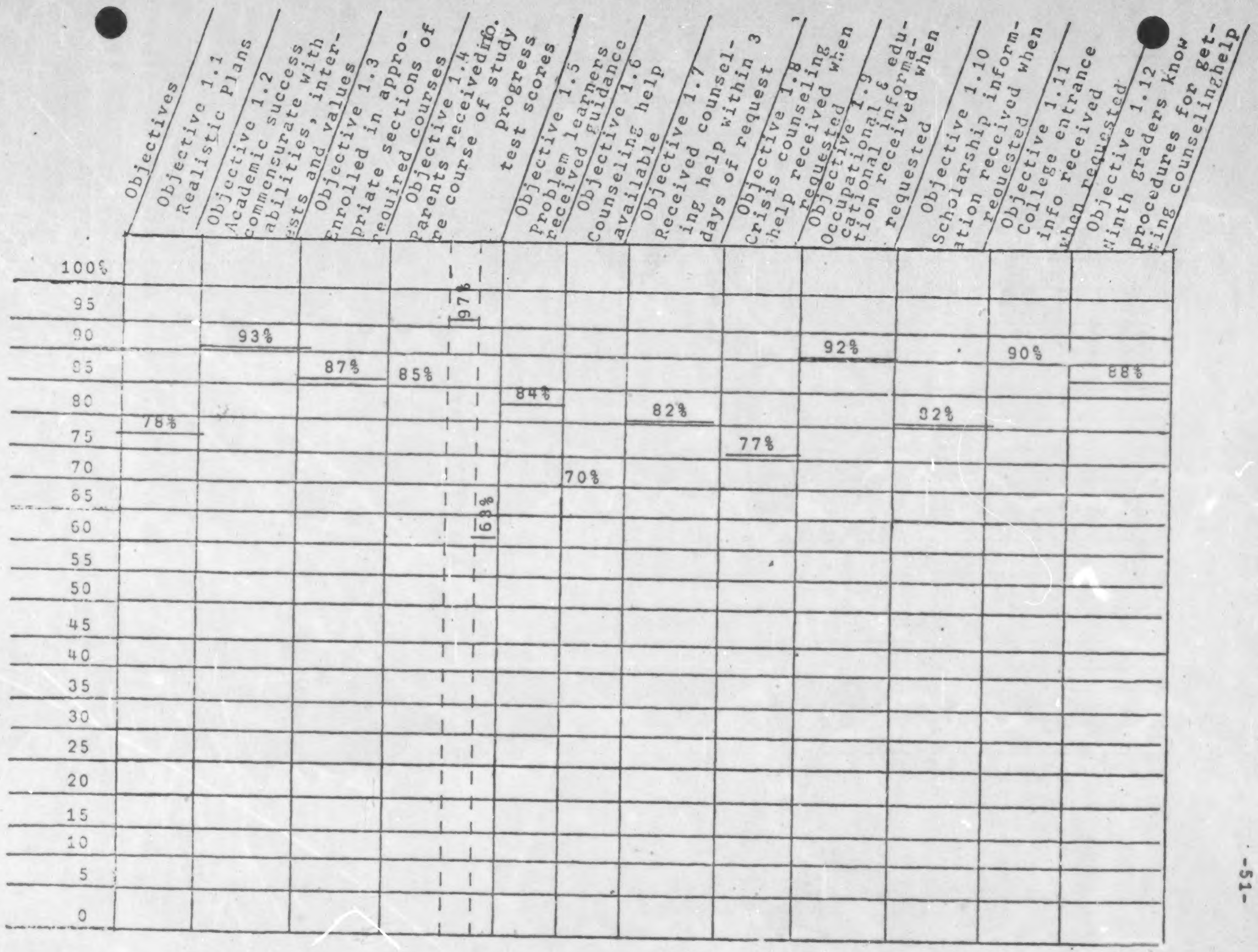
Although Objective 1.4 refers to parents being informed, the questionnaire sought students' responses on this item also. Of 1815 responding, only 49% stated that they had received information about their scores on group tests. 91% of 1815 respondents indicated that they had received information about progress in their courses.



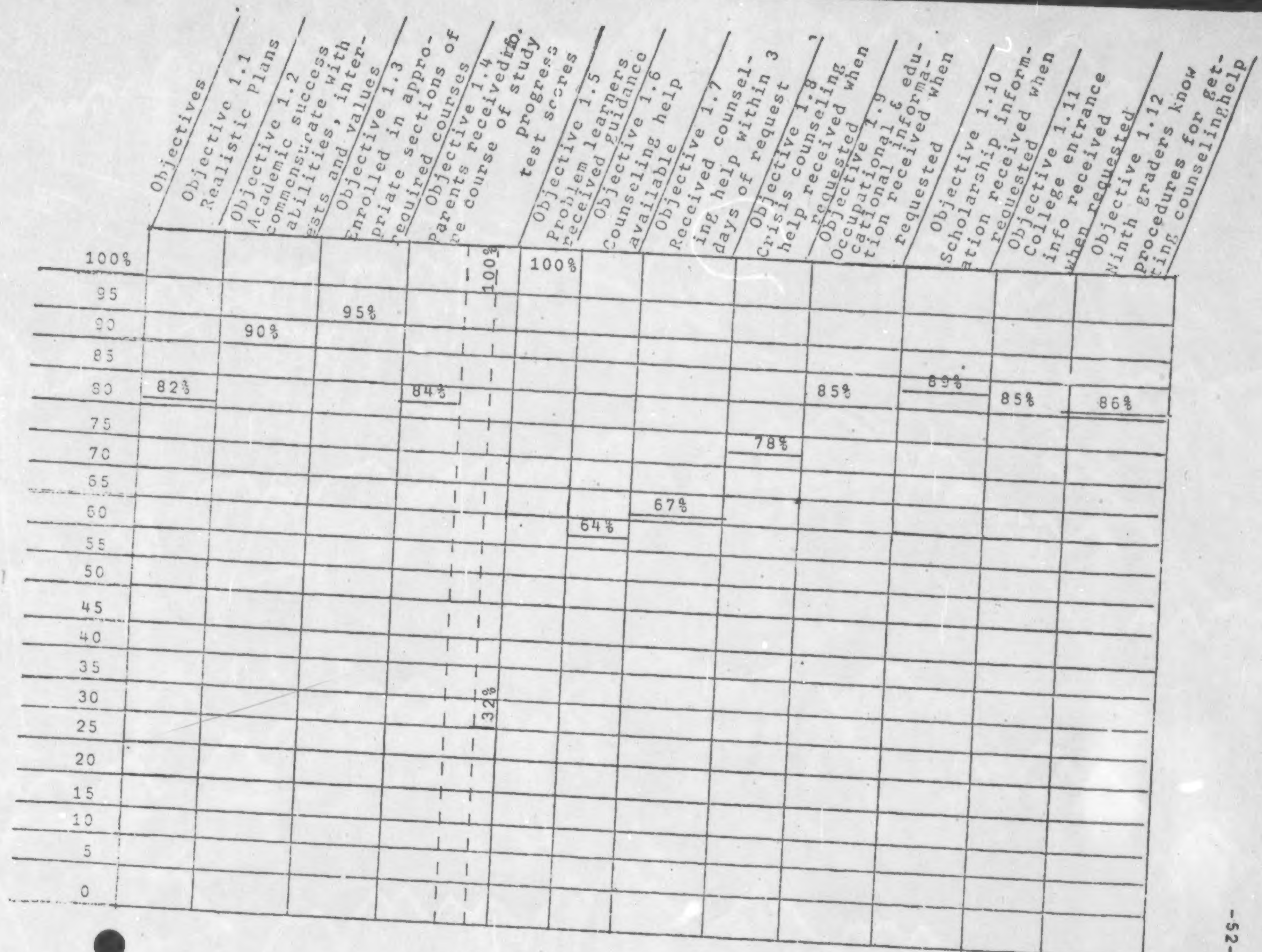
DISTRICT - TABLE XXI



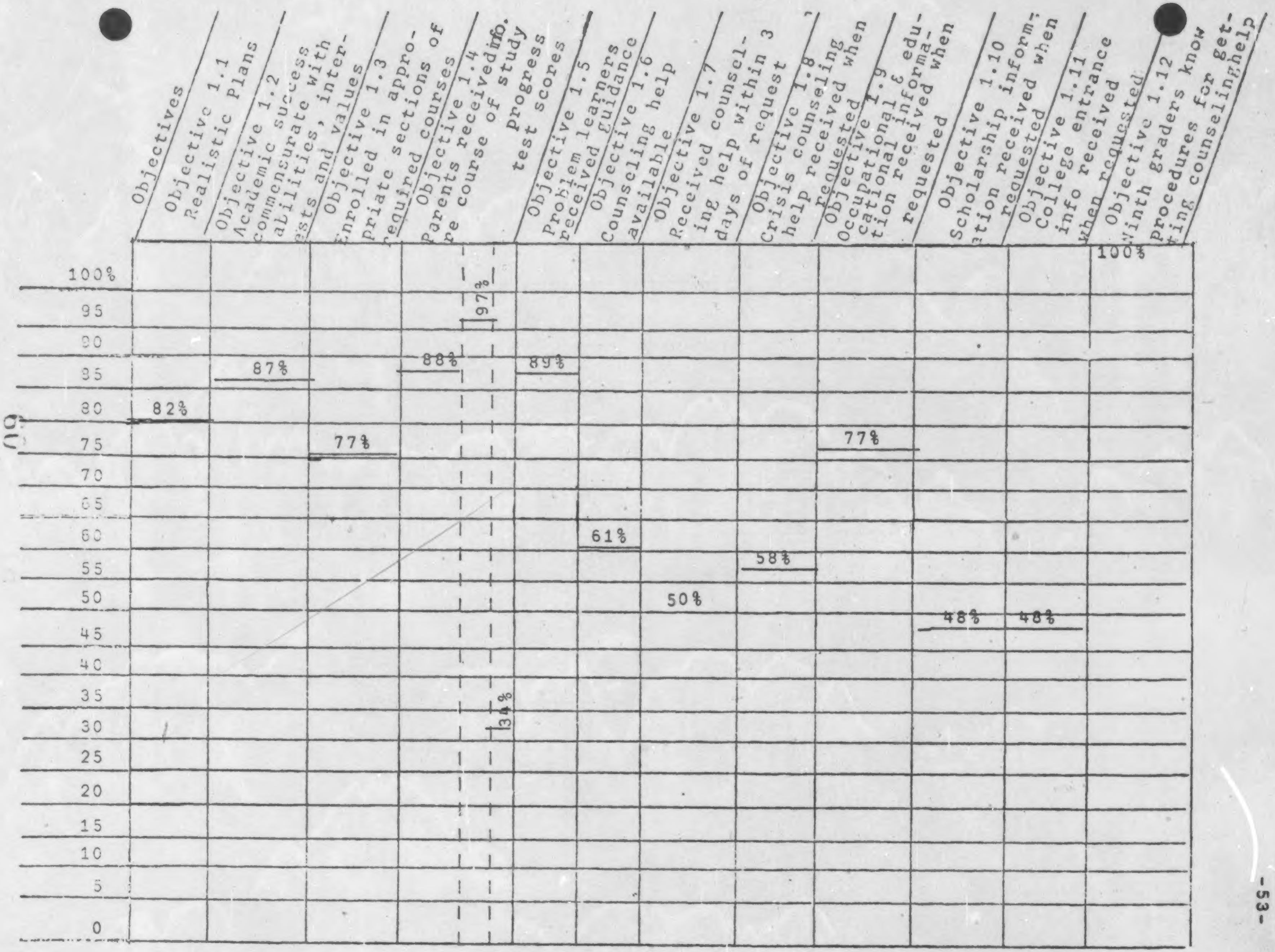
GROSSMONT - TABLE XXII



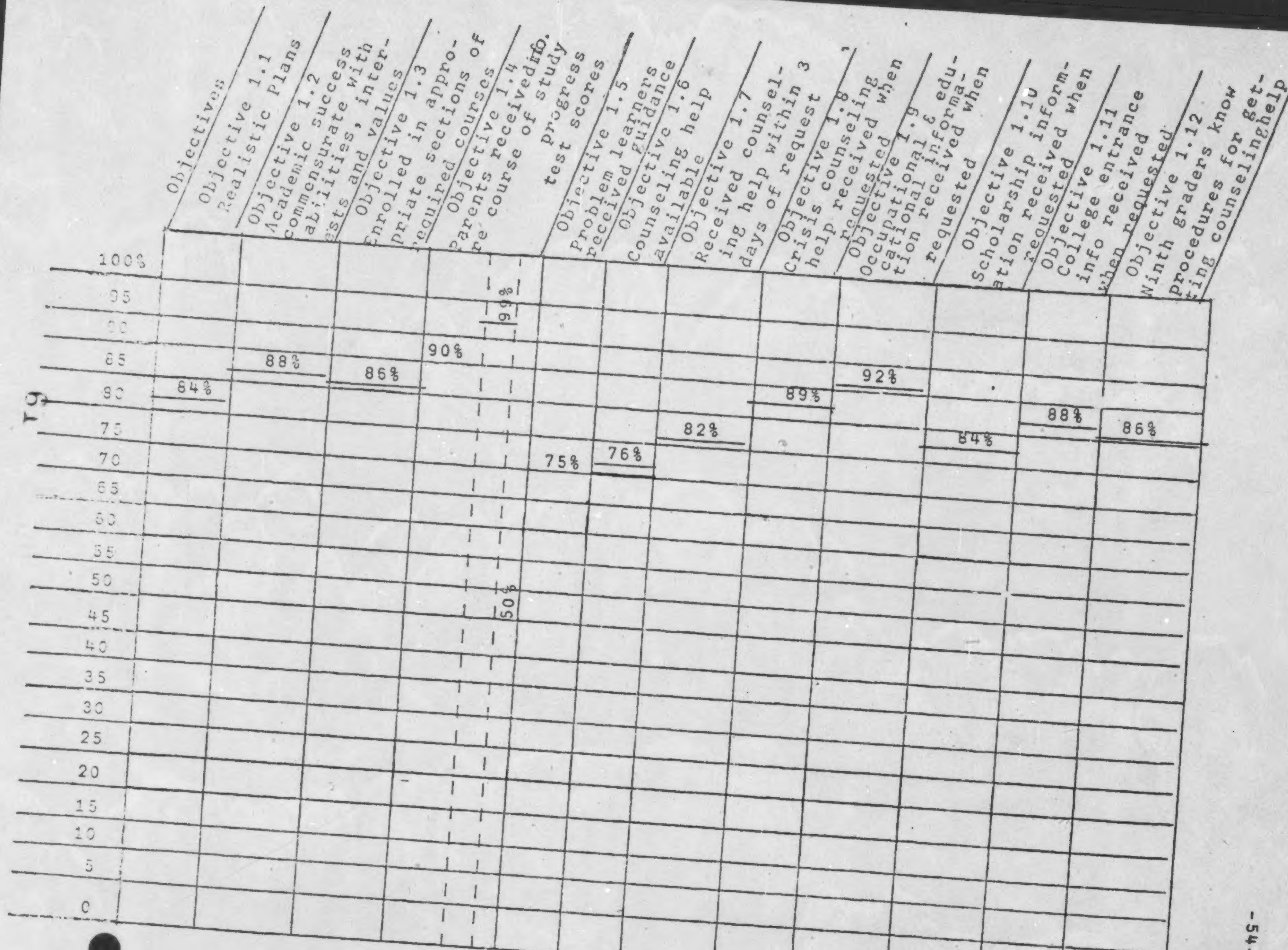
HELIX - TABLE XXIII



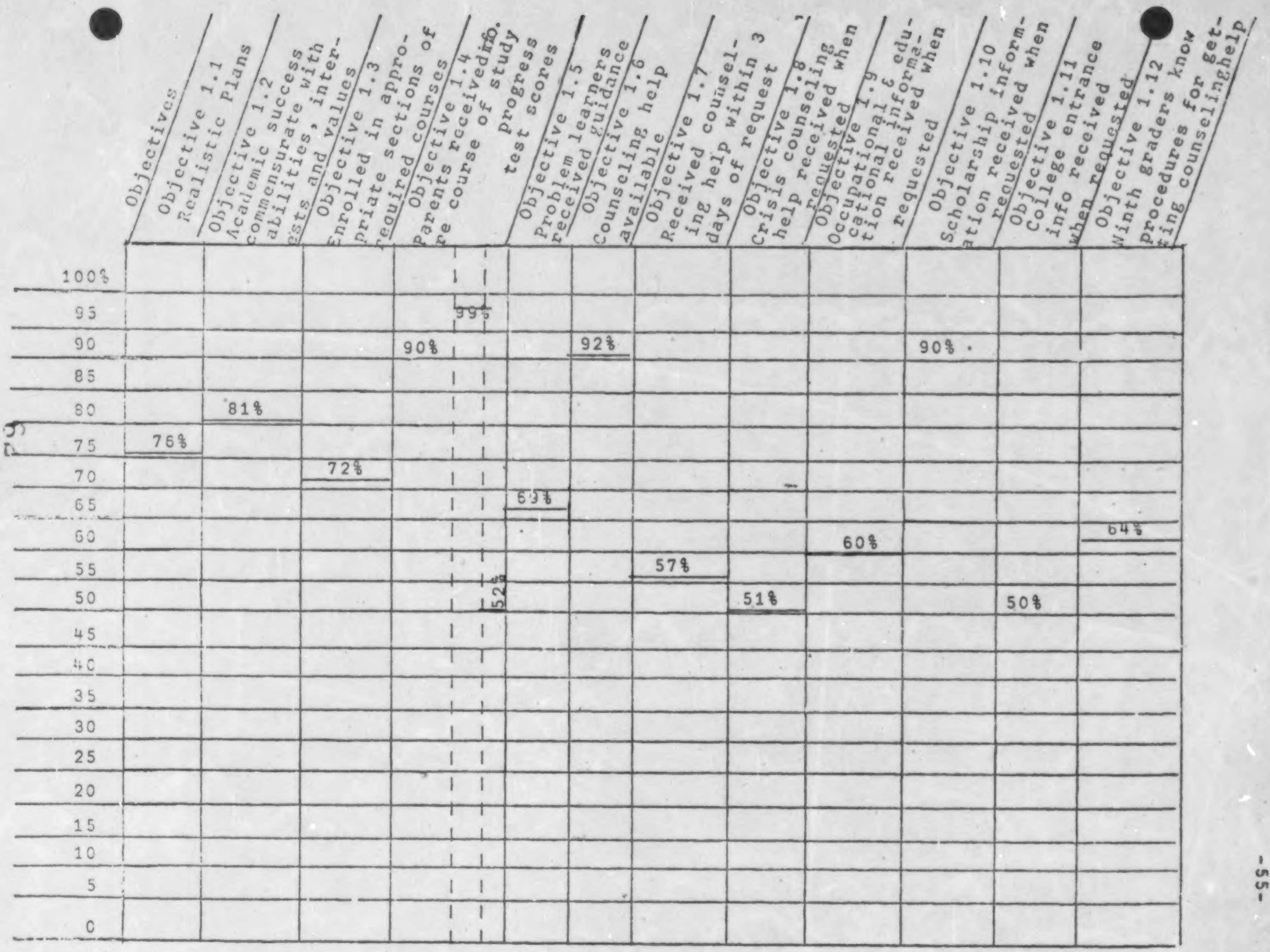
EL CAJON - TABLE XXIV



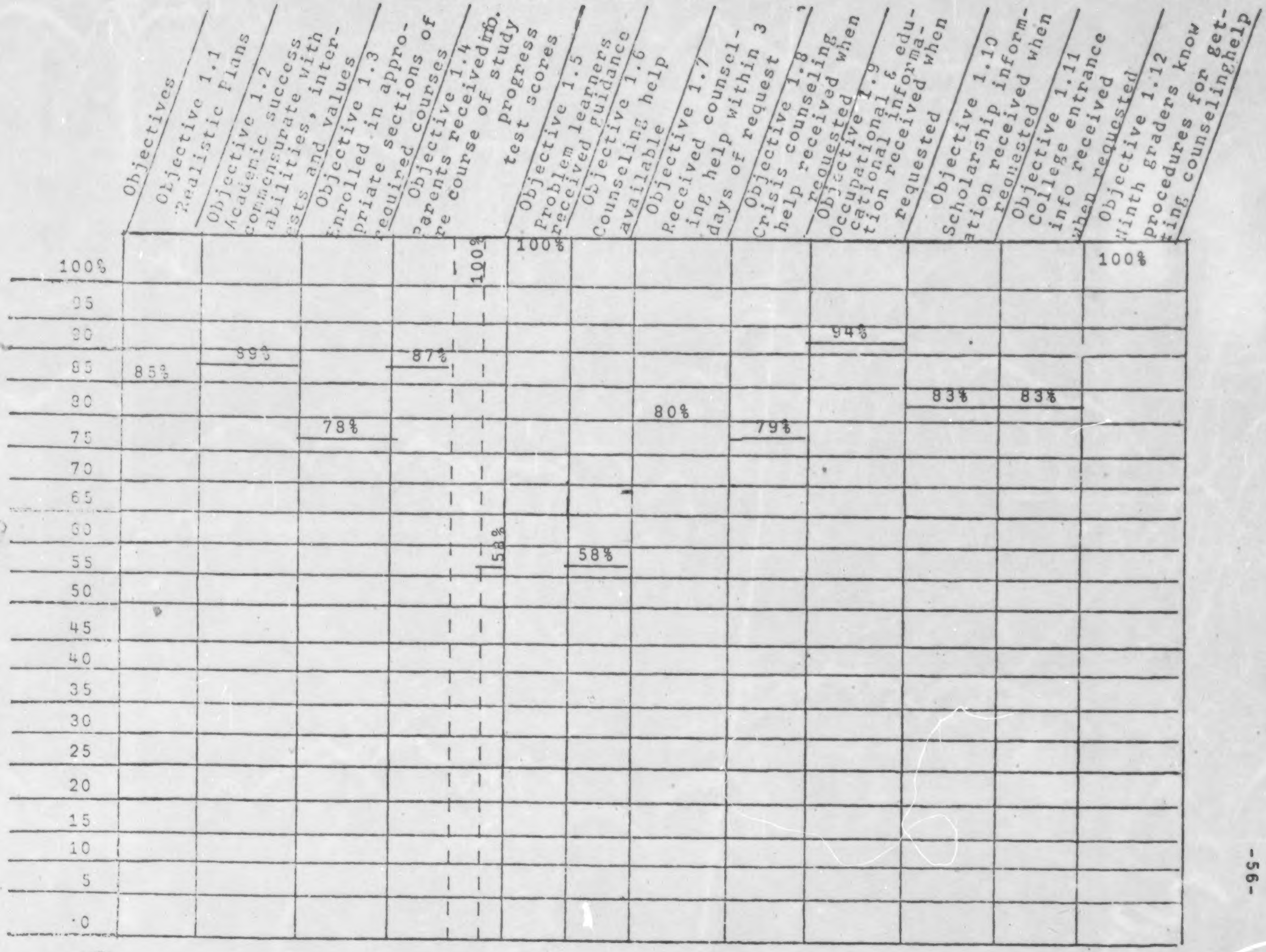
MT. MIGUEL - TABLE XXV



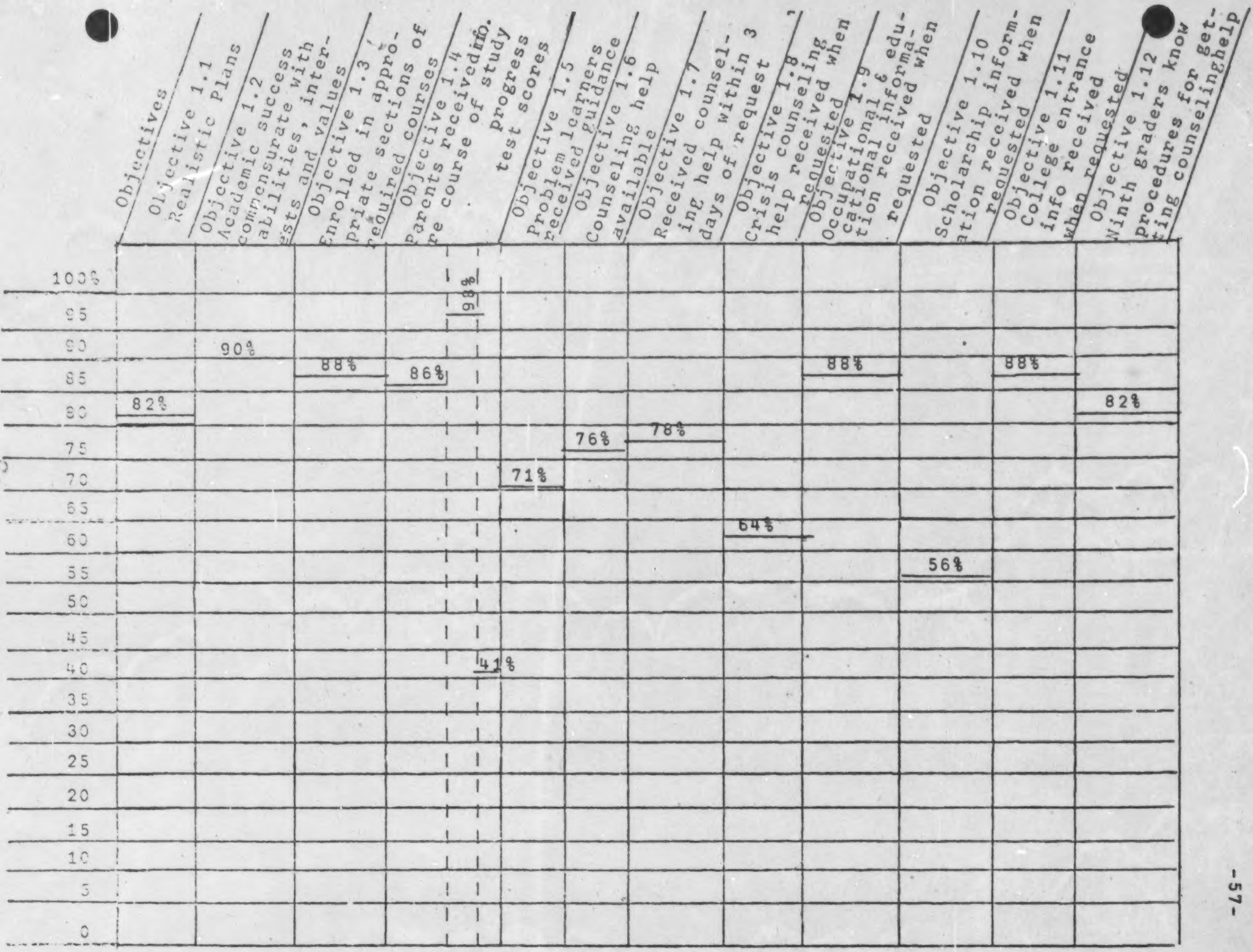
EL CAPITAN - TABLE XXVI



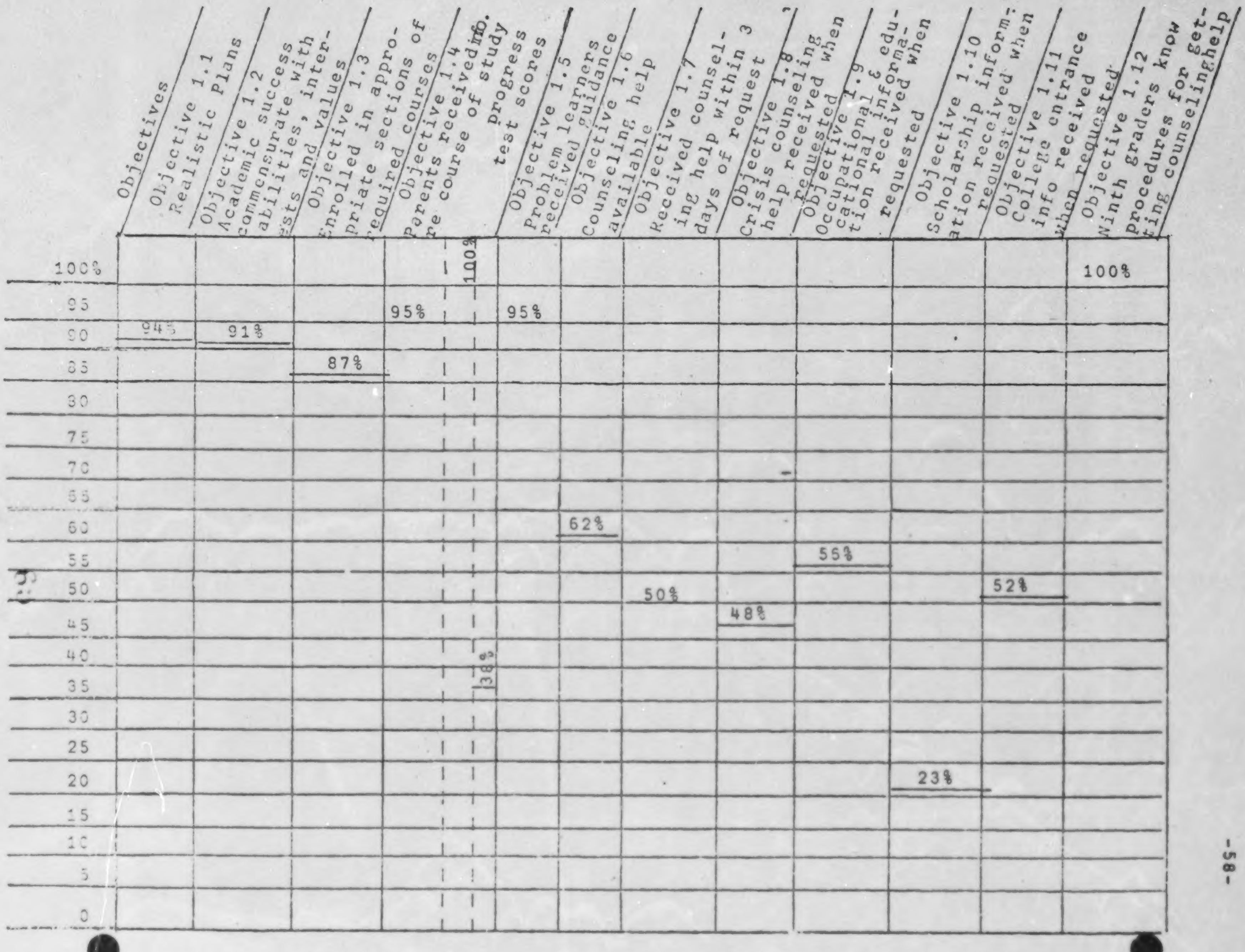
GRANITE HILLS - TABLE XXVII



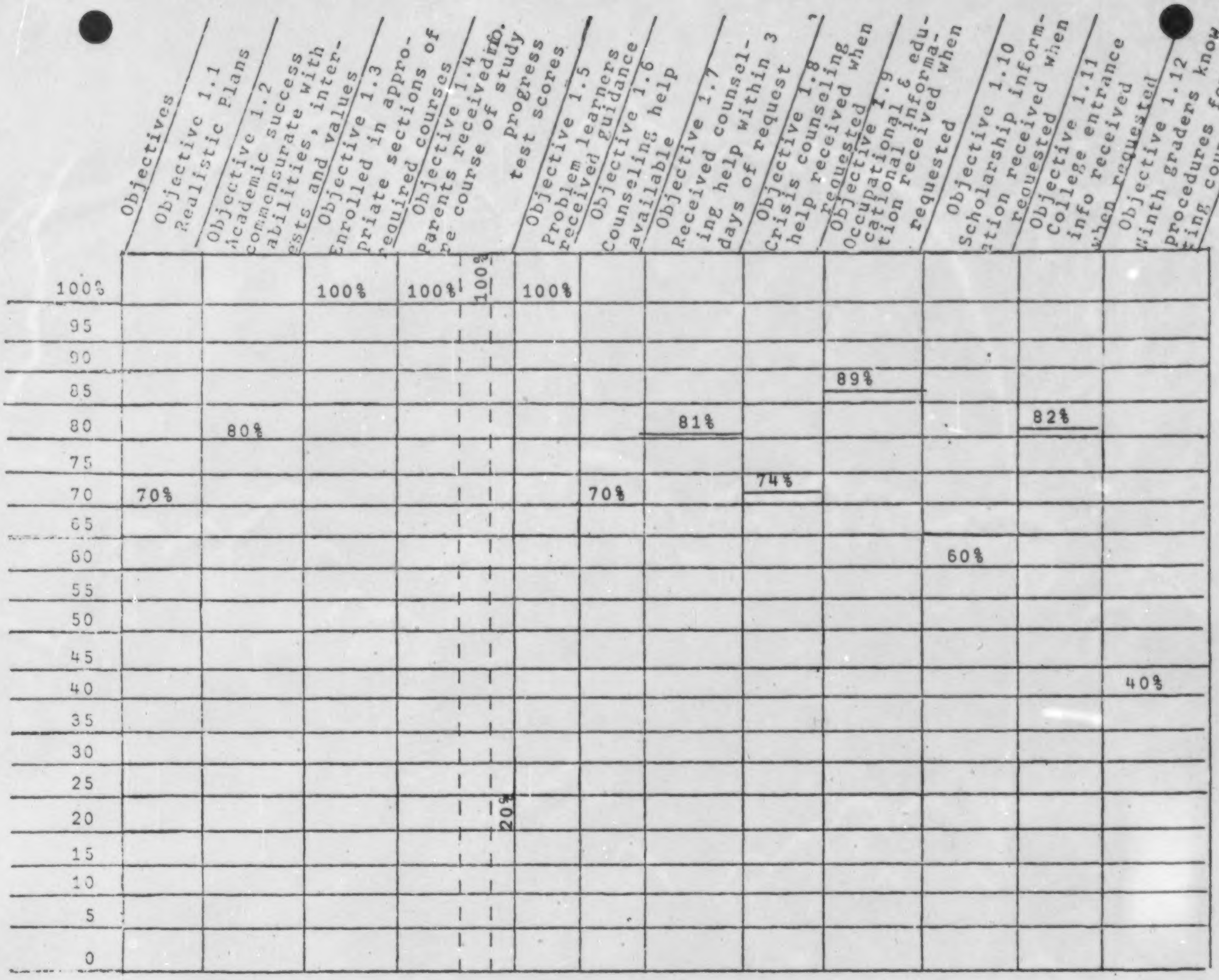
MONTE VISTA - TABLE XXVIII



SANTANA - TABLE XXIX



VALHALLA - TABLE XXX



CHAPARRAL/SKYLINE - TABLE XXXI

# CHAPTER V

# THE GOALS

Using the content of the Model presented in Chapter II and information from the needs assessment and current status assessment, presented in Chapters III & IV, District goals for career guidance and counseling were stated. These goals were reviewed by the vocational counselors. The consensus of the group was that the goals were too lofty, and that the language was too complicated. The goals were then re-written based on these recommendations. The revised goals were sent to each school to be distributed to all advisory/panels and reviewer/reactor panels, for their suggestions. See appendix D for a record of the numbers of reviewer/reactors from each school who responded to this charge.

Responses to the goal statements were varied, with most respondents indicating that the goals were highly desirable. Some stated that the schools should limit their efforts to teaching basic skills. A few indicated that they wished the goals could be attained, but that it would take too large an investment of time and resources to attain them. Typical comments follow:

Counselor -

"Simplification of verbiage would markedly increase the probability of grass roots utilization of documents such as this one."

Business -

"The statement as presented throughout is most desirable and anticipates the trend for the next decade. If I would comment it would be to say that a more earthy and a more incisive document would be prepared for public comment to the student and his parents. Words in all their nobility are most noble when simple."

Teacher -

"Many of these concepts and goals are included in my general business unit on career exploration. Naturally, I feel all are important, and they are well stated here. I do want to emphasize the importance of each school adopting a total program. It should not be a "hit and/or miss" approach. That is, there should be work toward the goals on each of the four grade levels. Every department or subject matter area should be involved. Departments may have certain areas of major responsibility, but there should not be too much concern over who teaches what. In fact, there should be much repetition of this important material."

Comments (continued)

Teacher -

"No matter how good the Master Plan may be, if it is to be successful, the total staff must be committed to making it work."

Teacher -

"Far too esoteric for most high school students. Maybe O.K. for an honors group."

Student -

"All or any part of this is very important and would be very worthwhile. I know myself I have no idea for my career plans."

All of the reactions and suggestions were taken into consideration in the revision of the goals. It had been planned that a separate set of goal statements would be made for each school, based on their input. However, the reactions to the goals were quite similar among the schools, so that individual school goals did not vary greatly one from another. On the next pages appear the District goals as revised after using reviewer/reactor suggestions.

# REVISED

# DISTRICT GOALS

## Component 1 - Career Planning and Decision Making

| | |
|---|---|
| Goal 1.1 | The student will realize, and will utilize in his/her own career planning, the fact that individuals differ in their interests, aptitudes, abilities, values, and attitudes. |
| Subgoal 1.1a | That the student recognize that his/her personal characteristics and qualifications will affect his/her job success. |
| Subgoal 1.1b | That the student develop an appreciation of individual differences in others. |
| Subgoal 1.1c | That the student identify a variety of occupations in which s/he could be successful. |
| Goal 1.2 | The student will realize, and will utilize in his/her own career planning, the fact that understanding, acceptance, and development of self is a life-long process and is constantly changed and influenced by life experiences. |
| Subgoal 1.2a | That the student learn that personal characteristics are subject to change; that some change is caused by life experiences; and that some change can result from his/her own efforts. |
| Subgoal 1.2b | That the student understand that the way s/he feels about him/herself will determine how s/he reacts to his/her environment and how s/he influences it. |
| Goal 1.3 | The student will realize, and will utilize in his/her own career planning, the fact that environment and individual potential interact to influence career development. |
| Subgoal 1.3a | That the student learn that career development is a life-long process and that many choices must be made. |

District Goals (continued)
Goal 1.3,

Subgoal 1.3b That the student use information about him/herself and about his/her environment in planning his/her own career.

Subgoal 1.3c That the student learn to make effective use of all resources available to him/her.

Goal 1.4 The student will realize, and will utilize in her/his own career planning, the fact that individuals must be adaptable in a changing society.

Subgoal 1.4a That the student recognize that employment trends, work roles, and job mobility are constantly changing.

Subgoal 1.4b That the student recognize the influence of occupational supply and demand on job opportunities and job stability.

Subgoal 1.4c That the student recognize that his/her attitudes will affect his/her job opportunities and job stability.

Goal 1.5 The student will realize and will utilize the fact that career planning is a privilege and responsibility of the individual.

Subgoal 1.5a That the student recognize his/her responsibility for his/her educational choices and occupational choices.

Subgoal 1.5b That the student learn one or more career decision making processes and establish short and long term career plans using one or more of these processes.

Component 2 - Education, Work and Leisure Alternatives

Goal 2.1 The student will realize, and will utilize in his/her own career planning, the fact that knowledge and skills in different subjects relate to performance in different work roles.

Subgoal 2.1a That the student recognize the relation between school courses and various occupations, and realize that learning is a necessary part of career planning, particularly as it relates to tentative career interests.

Goal 2.2 The student will realize, and will utilize in his/her own career planning, the fact that there is a wide variety of occupations which may be classified in several ways.

Subgoal 2.2a That the student understand job classification systems and realize that these systems give direction for job choice, job mobility, and job advancement.

Subgoal 2.2b That the student recognize how classification systems can help him/her find a number of occupations in which s/he could be successful .

Goal 2.3 The student will realize, and will utilize in his/her own career planning, the fact that societal expectations affect the nature and structure of work.

Subgoal 2.3a That the student understand how the nature and structure of available work are influenced by societal needs.

Subgoal 2.3b That the student recognize that economic and political forces cause changes in employment opportunities.

Goal 2.4 The student will realize, and will utilize in his/her own career planning, the fact that there is a relationship between the commitment to education and work and the availability and utilization of leisure time.

Subgoal 2.4a That the student understand that his/her occupation will affect the amount of time s/he has available for leisure as well as the kinds of leisure activities s/he may pursue.

Subgoal 2.4b That the student recognize that leisure activities may serve a variety of functions: rest and/or recreation, personal development, career development, vocational interests and societal needs.

Goal 2.5 The student will realize, and will utilize in his/her own career planning, the fact that there are many training routes to job entry.

Component 2
Goal 2.5

Subgoal 2.5a That the student learn about a variety of training routes available for his/her possible occupational choices.

Component 3 - Life Styles and Personal Satisfactions

Goal 3.1 The student will realize, and will utilize in his/her own career planning, the fact that work means different things to different people.

Subgoal 3.1a That the student learn that occupations and life styles are interrelated.

Subgoal 3.1b That the student learn that there is a wide range in the degrees and kinds of satisfaction that are derived from work, including monetary and non-monetary rewards.

Subgoal 3.1c That the student understand how individuals' purposes and needs can be met through their occupations.

Goal 3.2 The student will realize, and will utilize in his/her own career planning, the fact that job satisfaction is dependent on harmonious relationships between worker and work environment.

Subgoal 3.2a That the student understand the importance of choosing an occupation that is consistent with his/her own interests and values.

Subgoal 3.2b That the student learn how a worker may influence working conditions.

Subgoal 3.2c That the student will understand his rights, privileges and responsibilities on the job and in the community.

Goal 3.3 The student will realize, and will utilize in his/her own career planning the fact that job specialization creates interdependecny.

Subgoal 3.3a That the student learn that some jobs do not furnish much satisfaction and that workers in such jobs may need to seek satisfaction off the job, or from activities related to the job, such as leadership, company sports, union, etc.

# CHAPTER VI

# OBJECTIVES

The next task was to develop objectives for each goal. Because the model has four developmental levels, representing a continuum of student career development, it was decided to develop one objective at each level for each goal. Schools would have the freedom to determine students' placement along this developmental level for each goal, so decisions could be made as to next steps in the career guidance and counseling program. Since the goals for most of the schools were similar, the objectives were also similar. One school, however, Santana High School, had been working for some time on goals and objectives and had a different set of priorities identified. The objectives for Santana were, therefore, different from those of the other schools.

The objectives were reviewed by the vocational counselors, revised based on their input, and sent to individual schools to be distributed to advisory panels and the reviewer/reactor panels for their input. Vocational counselors at each school were asked to analyze the responses from their school's panel members, and to summarize the changes suggested. On the basis of these summaries objectives for each school were revised. At this point individual schools' plans began to look different from one another, as different schools reflected different emphases.

District's objectives were revised based on input from all the schools; for instance, if the same comment surfaced from several schools, it was considered to be generalized enough to warrant changing the District objectives accordingly. If only one school felt that a change should be made in an objective, the change was made for that school but not for the others. The District objectives that emerged are presented here.

## DISTRICT OBJECTIVES

### Component 1 - Career Planning and Decision Making

Goal 1.1 The student will realize, and will utilize in his/her own career planning, the fact that individuals differ in their interests, aptitudes, abilities, values, and attitudes.

Subgoal 1.1a That the student recognize that his/her personal characteristics and qualifications will affect his/her job success

Level* OBJECTIVES

1. The student will identify his/her personal characteristics and qualifications (abilities, interests, skills or talents, physical assets and liabilities, and career goals if formulated.)
2. The student will describe the match between his/her school courses and his/her personal characteristics and qualifications.
3. The student will describe how his/her tentative occupational choice fits his/her personal interests, abilities and values. (If s/he has no tentative occupational choice, s/he will perform this exercise with an occupation that is compatible with his/her abilities, interests and values.)
4. The student will develop a training and occupational plan that utilizes his/her awareness of the relationship between his/her personal interests, abilities and values and his/her tentative career goal and shows how these characteristics might affect his/her success on the job.

Subgoal 1.1b That the student develop an appreciation of individual differences in others

OBJECTIVES

1. The student will identify persons who are alike in some characteristics but differ in others.
2. The student will explain ways in which social/cultural differences contribute to society.
3. The student will explain the effect attitude and values have on a person's activities, situations and decisions.
4. The student will specify ways in which his/her own life would be negatively affected if individuals did not differ, and will explain how his/her own unique personal characteristics can contribute to his/her own life satisfaction and to society.

* The numbers in front of objectives refer to sequence in which the objectives should probably be taught. They move from the awareness or knowledge level, through internalization of the concept by the student in terms of him/herself, to action utilizing the concept.

Subgoal 1.1c That the student identify a variety of occupations in which s/he could be successful.

OBJECTIVES

1. The student will list things s/he does well and will identify occupations in which each of these abilities would be useful.

2. The student will identify jobs that are generally thought of as lacking in dignity and worth, will explain why these jobs are so perceived, and will specify conditions of work and worker that could bring dignity and worth to these jobs.

3. The student will identify three jobs for which his/her characteristics would qualify him/her (one job that is generally considered to be highly desirable, one that does not attract much attention, and one that is generally thought of as lacking in dignity) and will describe how s/he might achieve a balance of dignity and worth in each of these jobs.

4. The student will list jobs that are compatible with his/her personal characteristics and qualifications and indicate the degree of success and satisfaction s/he could expect to achieve in each.

Goal 1.2 The student will realize, and will utilize in his/her own career planning, the fact that understanding, acceptance, and development of self is a life-long process and is constantly changed and influenced by life experiences.

Subgoal 1.2a That the student learn that personal characteristics are subject to change; that some change is caused by life experiences; and that some change can result from his/her own efforts.

OBJECTIVES

1. The student will identify his/her personal characteristics that are subject to change (physical characteristics, interests, attitudes, skills, values, etc.)

2. The student will identify personal characteristics that were changed by life experiences, and will explain how the changes took place.

3. The student will identify personal characteristics that have been changed by his/her own efforts, and describe what motivated his/her desire to change and how the change was effected.

4a. The student will identify his/her area of highest interest and his/her area of lowest interest and describe at least one incident of success that helped develop the high interest and one incident of failure that contributed to the low interest.

4b. The student will define a plan for improving in those areas needed for success in his/her tentative job choice, but in which s/he has experienced failure.

Subgoal 1.2b That the student understand that the way s/he feels about him/herself will determine how s/he reacts to his/her environment and how s/he influences it.

OBJECTIVES

1. The student will explain how his/her feelings about him/herself affected his/her reactions to a specific situation or event.
2. The student will explain how a specific situation or event was affected by his/her feelings about him/herself.
3. The student will explain how his feelings about him/herself might affect his/her success and satisfaction in the occupation of his/her tentative choice.
4. The student will develop a plan for improving feelings about him/herself that might otherwise negatively affect his/her success and satisfaction in the occupation of his/her tentative choice.

Goal 1.3 The student will realize, and will utilize in his/her own career planning, the fact that environment and individual potential interact to influence career development..

Subgoal 1.3a That the student learn that career development is a lifelong process and that many choices must be made.

OBJECTIVES

1. The student will explain choices s/he made at different times in his/her life that either opened or closed career options for him/her.
2. The student will identify situations or conditions which require working adults to make choices which change the direction of their careers.
3. The student will identify previous tentative career choices which s/he has since abandoned, will state the approximate age at which s/he made each choice, and will describe his/her level of maturity at each of these ages (how s/he felt about him/herself, what was important to him/her, how s/he felt about work, etc.)
4. The student will list identifiable career development stages, the approximate ages at which they generally occur, place him/herself on the continuum, and design a plan for successfully managing his/her next career development stage.

Subgoal 1.3b That the student use information about him/herself and about his/her environment in planning his/her own career.

OBJECTIVES

1. The student will list personal characteristics and environmental conditions that might limit career options.

2. The student will analyze his/her school and community work environments and show at least three ways in which the environment might affect his/her own career plans.

3. The student will evaluate his/her social class role, sex, ethnicity and other factors that may affect his/her career choice, will specify which of these factors is reversible and which is irreversible, and will indicate the effects the irreversible factors may have on his/her tentative career choice.

4. The student will use information about him/herself and his/her environment in designing a plan for training for and entering the occupation of his/her tentative choice.

Subgoal 1.3c That the student learn to make effective use of all resources available to him/her.

OBJECTIVES

1. The student will identify local resources (people, organizations, businesses, materials) which might help him/her as s/he develops and implements career plans, and indicate how s/he might use some of these as s/he moves through job selection, training and placement.

2. The student will explain the effect the nature and availability of resources may have on his/her career plans.

3. The student will identify school resources which have helped him/her learn about occupations and will state what s/he learned from each of these resources.

4. The student will identify community resources which have helped him/her learn about occupations and will state what s/he learned from each of these resources.

Goal 1.4 The student will realize, and will utilize in her/his own career planning, the fact that individuals must be adaptable in a changing society.

Subgoal 1.4a That the student recognize that employment trends, work roles, and job mobility are constantly changing.

OBJECTIVES

1. The student will identify occupations, previously common, which are no longer in existence and explain why.

2. The student will identify occupations for which the work roles have changed and explain why.

3. The student will analyze and explain the role worker mobility plays in occupational opportunities and in job stability.

4. The student will explain how employment trends, work roles and job mobility may affect his/her tentative occupational choice, and how s/he could accommodate to expected changes.

Subgoal 1.4b That the student recognize the influence of occupational supply and demand on job opportunities and job stability.

OBJECTIVES

1. The student will state the current supply and demand status of an occupation for which there is little need and will list specific reasons why it would be appropriate for someone to choose this occupation.

2. The student will identify occupations for which the supply exceeds the demand in one location but the demand exceeds the supply in another location, and explain these differences in supply and demand.

3. The student will analyze job trends in the occupation of his/her tentative choice and will describe the probable supply and demand status of that occupation at various periods of his/her work life.

4. The student will design a plan s/he might use if his/her tentative occupational choice should no longer be in demand. The plan should include the possibility of remaining in that occupation as well as the possibility of changing occupations.

Subgoal 1.4c That the student recognize that his/her attitudes will affect his/her job opportunities and job stability.

OBJECTIVES

1. The student will examine his/her own attitudes and values about worker mobility (job to job, occupation to occupation, community to community) and describe whether these attitudes and values are consistent with the probable mobility of his/her tentative occupational choice.

2. The student will describe attitudes that would help a worker get a job in a tight job market.

3. The student will list coping strategies which might be used by an unemployed worker to re-enter the work force.

4. The student will research his/her own tentative occupational choice and will describe his/her attitude about the probability of his/her having to change from one employer to another, from entry occupation to another occupation, and from one community to another.

Goal 1.5 The student will realize and will utilize the fact that career planning is a privilege and responsibility of the individual.

Subgoal 1.5a That the student recognize his/her responsibility for his/her educational choices and occupational choices.

OBJECTIVES

1. The student will explain how choosing to participate in available out-of-school or extra curricular activities could contribute to his/her progress toward an occupational goal.

2. The student will select an occupational field in which he/she is interested, and will make a tentative plan for the next three years including courses, extra curricular activities and work experiences which will help prepare him/her for entry into that field.

3. The student will analyze his/her commitment to current course choices and will explain how his/her commitment to each course will affect future course choices and/or occupational choices.

4. The student will complete plans for training and entry into the occupation of his/her choice, including training costs (time, money other) and possible sources of entry jobs.

District Objectives (continued)

Subgoal 1.5b That the student learn one or more career decision making processes and establish short and long-term career plans using one or more of these processes.

OBJECTIVES

1. The student will describe the steps in a problem solving approach to decision making.
2. The student will choose a decision making process and will apply this process in choosing electives for the next year.
3. The student will identify personal or environmental characteristics that might interfere with his/her entry into the occupation of his/her tentative choice and will outline steps of a decision making process that would help solve the problem.
4. The student will apply the decision making process of his/her choice in devising a plan for training and entry into the occupation of his/her tentative choice.

Component 2 - Education, Work and Leisure Alternatives

Goal 2.1 The student will realize, and will utilize in his/her own career planning, the fact that knowledge and skills in different subjects relate to performance in different work roles.

Subgoal 2.1 That the student recognize the relation between school courses and various occupations, and realize that learning is a necessary part of career planning, particularly as it relates to tentative career interests.

OBJECTIVES

1. The student will name every subject available in the school which would help him/her develop skills necessary in specific occupations which s/he chooses to explore.
2. The student will present a report explaining the effect of his/her own academic successes and failures on his/her career planning.
3. The student will prepare an inventory of his/her own competencies and identify the school subject in which each was learned, improved, or maintained.
4. The student will enroll in at least one elective course and pursue at least one extra-curricular or out-of-school activity in which competencies related to his/her tentative occupational choice can be learned.

**Goal 2.2** The student will realize, and will utilize in his/her own career planning, the fact that there is a wide variety of occupations which may be classified in several ways.

**Subgoal 2.2a** That the student understand job classification systems and realize that these systems give direction for job choice, job mobility, and job advancement.

### OBJECTIVES

1. The student will define the terms: job levels, job families, job clusters and career ladders.
2. The student will utilize one or more classification system(s) in selecting a tentative occupational choice.
3. The student will specify the level and cluster of his/her tentative occupational choice, and explain how these and other classification systems could give him/her direction for job choice, job mobility and job advancement.
4. The student will prepare a plan for training, entry, and upward mobility which utilizes knowledge of classification systems, including career ladders.

**Subgoal 2.2b** That the student recognize how classification systems can help him/her find a number of occupations in which s/he could be successful.

### OBJECTIVES

1. The student will identify common requirements across several jobs within a job cluster that is compatible with his/her interests.
2. The student will list jobs at the unskilled, semi-skilled, skilled and professional levels within a single job cluster in which s/he has some interest, and will identify what the jobs have in common.
3. The student will identify occupations in several job clusters in which s/he might be interested, and for which s/he possesses some of the necessary characteristics, and explain which additional characteristics s/he would need to acquire to succeed in each.
4. The student will specify training requirements, job duties and responsibilities, work conditions, monetary and non-monetary benefits, and job market statistics associated with each of three occupations in which s/he is interested within a single job cluster.

Goal 2.3 The student will realize, and will utilize in his/her own career planning, the fact that societal expectations affect the nature and structure of work.

Subgoal 2.3a That the student understand how the nature and str structure of available work are influenced by societal needs.

OBJECTIVES

1. The student will list common occupations and specify which of society's purposes is served by each.

2. The student will identify occupations that have been changed because of technological advances and will explain how these occupations were affected by societal needs.

3. The student will prepare a report indicating how society influenced the nature and structure of the occupation of his/her tentative choice, what societal purposes it satisfies, and how his/her pursuit of that occupation will contribute to society's way of life.

4. The student will list predicted changes in societal needs and will state how these changes might affect the occupation of his /her choic and will indicate what strategies s/he would employ to keep pace with the change.

Subgoal 2.3b That the student recognize that economic and political forces cause changes in employment opportunities.

OBJECTIVES

1. The student will identify economic and political forces that affect the job market and will describe the nature and consequences of their impact.

2. The student will identify economic or political constraints that are the result of apathy or negligence on the part of citizens, and will describe action that would be needed to remove such constraints.

3. The student will describe a recent change in employment opportunities and will explain the relationship of this change to economic and/or political forces.

4. The student will identify an economic or political force that may constrain him/her in his/her pursuit of his/her chosen occupation, and will explain how s/he might reduce that constraint.

District Objectives (continued)

Goal 2.4 The student will realize, and will utilize in his/her own career planning, the fact that there is a relationship between the commitment to education and work and the availability and utilization and utilization of leisure time.

Subgoal 2.4a That the student understand that his/her occupation will affect the amount of time s/he has available for leisure as well as the kinds of leisure activities s/he may pursue.

### OBJECTIVES

1. The student will list leisure activities s/he would enjoy and estimate the amount of leisure time s/he would need to pursue them.
2. The student will distinguish between occupations that afford a person a minimum of leisure time and those that afford a maximum of leisure time.
3. The student will match occupations with leisure activities that would be incompatible with the occupation and with those that would be facilitated by the occupation.
4. The student will describe the nature of his/her tentative occupational choice, will estimate the amount of leisure time s/he will have available, and will list some leisure time activities that would be difficult to pursue and some that would be readily available.

Subgoal 2.4b That the student recognize that leisure activities may serve a variety of functions: rest and/or recreation, personal development, career development, vocational interests and societal needs.

### OBJECTIVES

1. The student will match a list of leisure activities with the functions they serve (rest and/or recreation, personal development, career development, vocational interests, societal needs).
2. The student will list leisure activities s/he hopes to pursue as an adult, and explain the function(s) s/he feels each will serve.
3. The student will, for each function leisure activities may serve, choose one leisure activity which s/he might like to pursue.
4. The student will design a plan for use of the leisure time and opportunities afforded by the occupation of his/her tentative choice, indicating leisure activities to be pursued, typical schedules, and functions s/he expects these activities to serve.

District Objectives (continued)

Goal 2.5 The student will realize, and will utilize in his/her own career planning, the fact that there are many training routes to job entry.

Subgoal 2.5a That the student learn about a variety of training routes available for his/her possible occupational choices.

OBJECTIVES

1. The student will select an occupation from each level of the job cluster in which s/he is interested (unskilled, semi-skilled, skilled, professional), and identify two acceptable training routes for each.

2. The student will choose a source of training information, find all possible training routes for the occupation of his/her tentative choice, and report on differences in entrance requirements which might affect his/her choice of school subjects.

3. The student will, for a specific occupational area, list training routes s/he has identified in the community and will compare time involvements, costs, locations and other specifics for each.

4. The student will discuss the relative advantages and disadvantages of the training routes available for the occupation of his/her tentative choice, choose a training route, and justify the choice in terms of his/her values, interests, abilities, finances, etc.

Component 3 - Life Styles and Personal Satisfactions

Goal 3.1 The student will realize, and will utilize in his/her own career planning, the fact that work means different things to different people.

Subgoal 3.1a That the student learn that occupations and life styles are interrelated.

OBJECTIVES

1. The student will analyze his/her own life style and will explain what his/her life style communicates to others about his/her interests, attitudes and values.

2. The student will describe the life style that will furnish an outlet for his/her abilities, interests, attitudes and values.

3. The student will describe the probable relationship between his/her tentative occupational choice and his/her preferred life style, indicating how each influences the other.

4. The student will design a plan for bringing occupation and life style into harmony, and for expressing his/her abilities, interests, attitudes and values through work and/or leisure activites.

Subgoal 3.1b That the student learn that there is a wide range in the degrees and kinds of satisfaction that are derived from work, including monetary and non-monetary rewards.

OBJECTIVES

1. The student will compare the advantages and disadvantages of three occupations from the job cluster of his/her interest, in terms of his/her own interests and values.

2. The student will compare the degree and kinds of satisfaction s/he would expect if working for him/herself, working for another individual, working for a large organization, working for the government.

3. The student will identify the areas in which his/her tentative occupational choice will not provide satisfaction, and will suggest ways in which this satisfaction may be gained through other activities.

4. The student will define human capital, and will describe the monetary and non-monetary rewards s/he anticipates in the occupation of his/her tentative choice.

Subgoal 3.1c That the student understand how individuals' purposes and needs can be met through their occupations.

OBJECTIVES

2. The student will list five reasons why people work.

3. The student will choose three occupations from the job cluster of his/her interest and will explain the extent to which each could serve his/her own purposes and needs.

4. The student will design a plan for increasing the degree to which his/her purposes and needs can be served through his/her work.

Goal 3.2 The student will realize, and will utilize in his/her own career planning, the fact that job satisfaction is dependent on harmonious relationships between worker and work environment.

Subgoal 3.2a That the student understand the importance of choosing an occupation that is consistent with his/her own interests and values.

OBJECTIVES

1. The student will describe a situation in which conflict between the workers' characteristics (interests and values) and the work environment could affect job satisfaction.

2. The student will identify those abilities, interests, attitudes and values that are important to him/her and for which s/he will seek outlets in his/her occupation.

3. The student will list his/her personal characteristics and describe the components of work environment that would be important in terms of these chaaacteristics.

4. The student will analyze his/her own characteristics as they relate to his/her work environment at school, at home or in the community, will identify one area of incompatibility, and will outline a plan for achieving harmony.

Subgoal 3.2b That the student learn how a worker may influence working conditions.

OBJECTIVES

1. The student will name two personal qualities s/he can develop to help him/her work with others and will specify how development of these qualities could improve working conditions at school and/or at home.

2. The student will identify working conditions that would be in conflict with his/her interests, attitudes, and/or values and will indicate whether these conditions might be changed by the worker.

3. The student will outline 5 approaches a worker might use in attempting to improve his/her own working conditions.

4. The student will list resources s/he might use in attempting to improve working conditions in the occupation of his choice.

Subgoal 3.2c

1. The student will identify procedures for a worker to follow when s/he finds him/herself in conflict with his/her work environment.
2. The student will excerpt labor laws relevant to his/her planned employment and will identify agencies that can help him/her with labor relations.
3. The student will specify worker's rights, privileges and responsibilities in the occupation of his/her tentative choice.
4. The student will explain his/her rights, privileges and responsibilities as a working member of the community.

Goal 3.3 The student will realize, and will utilize in his/her own career planning, the fact that job specialization creates interdependency.

Subgoal 3.3a That the student learn that some jobs do not furnish much satisfaction and that workers in such jobs may need to seek satisfaction off the job, or from activities related to the job, such as leadership, company sports, union, etc.

OBJECTIVES

1. The student will identify and describe a job at each occupational level in which the activities are repetitive and are confined to one facet of the finished product.
2. The student will describe his/her feelings about how job specialization and its isolation from the finished product would affect him/her.
3. The student will describe a person at work in a job specialization which isolates him/her from the total activity, and suggest a leisure time activity from which the worker might derive personal satisfaction.
4. The student will make a plan for training and job entry, based on his knowledge of the effects of job specialization on him.

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# CHAPTER VII

# COUNSELOR COMPETENCIES

As part of the development of the Master Plan, counselors were surveyed to identify areas in which staff development is needed. Looking at the content of the model and at Associate Commissioner of Education Ken Hoyt's statement of counselor competencies needed in career education, the Master Plan staff identified competencies that would be needed (by counselors, teachers and/or paraprofessionals) to implement goals and objectives pertaining to the Grossmont Master Plan for Career Guidance and Counseling. Skills needed for utilizing program evaluation data to modify and maintain each school's Plan from year to year, were also identified.

Thirty-three counselors responded to this survey. Results of the counselor competency assessment appear below in rank order of need, by category of competency. Only those areas in which 75% or more of the counselors expressed need for help are included in this listing. See appendix E for a copy of the survey.

1. Using Occupational and Career Information

    o. computerized career counseling systems, including those concerned with personal assessment, with career information, with job data banks, with educational data banks, and with career counseling

    e. effects of organizational structure on job satisfaction/job mobility/job options

    j. economics of employment (rate of return, costs of job security, etc.)

    h. placement services

    m. labor laws and work ethics

    n. agencies available to assist workers whose rights are not being observed

    b. alternate training routes

    a. job clusters/job families/career ladders

    c. local job opportunities

    d. job market trends

    g. materials and techniques for communicating occupational/career information

Counselor Competencies (continued)

2. Helping teachers

   b. devise, formulate and execute plans for infusing career implications of their subject matter into lesson plans

   a. become knowledgeable of the career implications of their subject matter

3. Helping teachers, school administrators, curriculum specialists, parents, and the general public understand the nature, mission, and goals of career education

4. Helping students

   h. be aware of sources and values of various areas of career information as reflected in 1.a through p

   e. become aware of and further develop work values as part of their personal value systems

   c. learn an efficient and effective career decision-making process

   g. recognize the clear and distinct differences among career counseling, occupational counseling and job counseling

   d. engage in the career decision-making process to a degree consistent with students' levels of career development

5. Working with community

   c. utilizing the resources of the business-industry-labor community and the Employment Development Department in establishing and operating a part-time job placement program for school leavers

   b. utilizing the resources of the total community in helping all secondary school students who desire to do so engage in work experience and work-study programs

   e. combatting racism and sexism in our educational and occupational society in ways that will make opportunities more open and available to all youth

   a. utilizing the resources of the business-industry-labor community as aids to students in the career exploration and decision-making processes

   d. establishing sound working relationships with community groups (such as Chamber of Commerce, service clubs, labor unions, etc.) who are interested in and concerned about career guidance and counseling

6. Working with parents

    b. by providing parent effectiveness training

    a. by providing data in such a form and in such a way that parents have a clear and accurate understanding and acceptance of various kinds of educational and career opportunities that can be expected to be available to their children

7. Working with curriculum experts and educational decision makers

    a. to communicate career guidance needs (both educational and occupational) of students in ways that form a significant portion of the base data required for possible changes in curricular offerings that should be made available to youth

8. Working with support personnel

    a. by utilizing the services and talents of clerical, paraprofessional, volunteer and student personnel in career guidance

    b. training and monitoring support personnel

9. Working with counselors from other settings

    a. to provide continuing career guidance services to both in-school and out-of-school youth and adults in the community

10. Using techniques for helping students

    j. parent/teacher/student effectiveness training

    g. systematic desensitization

    i. assertiveness training

    d. peer counseling

    e. self therapy

    h. transactional analysis

    f. eliminating self-defeating behavior

    a. minority counseling

    k. confrontation

    b. group processes

11. Using techniques for working with adults

    h. evaluation techniques

    f. time management techniques

    e. consultation techniques

    i. report preparation

Those individual areas for which every counselor expressed need for at least some help, appear below. These may be considered to be the most critical areas of need for implementation of the Master Plan.

1. Using Occupational and Career Information

    o. computerized career counseling systems, including those concerned with personal assessment, with career information, with job data banks, with educational data banks, and with career counseling

4. Helping students

    h. be aware of sources and values of various areas of career information as reflected in 1.a through p

5. Working with community

    c. utilizing the resources of the business-industry-labor community and the Employment Development Department in establishing and operating a part-time job placement program for school leavers

    b. utilizing the resources of the total community in helping all secondary school students who desire to do so engage in work experience and work-study programs

    e. combatting racism and sexism in our educational and occupational society in ways that will make opportunities more open and available to all youth

    a. utilizing the resources of the business-industry-labor community as aids to students in the career exploration and decision-making processes

7. Working with curriculum experts and educational decision makers

    a. to communicate career guidance needs (both educational and occupational) of students in ways that form a significant portion of the base data required for possible changes in curricular offerings that should be made available to youth

10. Using techniques for helping students

    j. parent/teacher/student effectiveness training

    g. systematic desensitization

    i. assertiveness training

    d. peer counseling

## STAFF DEVELOPMENT

This chapter outlines current counselor competencies and indicates the areas related to implementation of the Master Plan in which counselors feel the need for additional help in the form of staff development. Some of the content areas of the Master Plan have not been taught as a regular part of the curriculum in the past, so counselors could not be expected to possess the knowledge and skills needed.

Before planning the District staff development program and/or individual school staff development programs, the tasks outlined in Chapter XV, Next Steps, need to be completed. Therefore the 1975-76 staff development program cannot be finalized until December 15, 1975.

In the meantime, examining the steps outlined in Chapter XV, it is evident that regardless of the objectives selected for implementation, school principals and counselors will need staff development in such areas as planning, structuring, implementing and evaluating career guidance and counseling programs, including such areas as student assessment, strategy selection, instrumentation, and monitoring procedures. Plans for this portion of the staff development program should be completed immediately.

Staff development in more specific areas as identified in the first part of this chapter may be provided through a number of sources including use of resident experts (District employees who possess the competency to be taught); county consultants; state consultants; local, state and national professional meetings and conferences; independent study utilizing available competency based training modules; resident or extension courses at local training institutions; workshops sponsored by profit and/or nonprofit organizations; or employment of consultant(s). Careful evaluation of staff development programs in terms of demonstrated competencies acquired should be conducted.

# CHAPTER VIII

## ASSESSMENT OF RESOURCES AVAILABLE

The next task was to determine the resources available in the schools: physical facilities; time available; accessability of students; opportunity for cooperative efforts with teachers; career center availability, materials and equipment; attitudes of parents and others toward guidance, etc. The consultant and Dr. Jacobson visited each school and met with the guidance staff to determine and record current resources, and to suggest ways that these resources could be extended and/or enhanced.

There is a career center at each school, each with reasonable amount of materials and equipment. Also, each staff reported that they experienced considerable support for guidance from administrators, teachers and parents. There were large differences, however, in the extent to which counselors could access students, and the availability of facilities for small and large group meetings. Class schedules, bus schedules, and other factors appear to severely restrict counselors' ability to access students in order to work with them on a continuing basis. Assigned or expected tasks (supervisory, administrative, clerical) appear to demand too large a proportion of each counselor's time. A time and task analysis of each counselor's efforts, in terms of student outcomes, is recommended as a first step in freeing the counselor to accomplish objectives set forth in this document. Much of the counselors' time appears to be spent in dispensing information; more parsimonious means need to be explored in order to give counselors time to plan, implement and evaluate the career guidance curriculum.

There are many positive signs in the schools. Openness of teachers, support of administrators, commitment of counselors, and, in most cases, good working relationships among these groups should facilitate a transition to a student performance oriented program to replace the current activity oriented program.

Changes in perspective also appear to be needed. Career guidance must be perceived as a total staff responsibility, not the private domain of the counselor. It is obvious from a perusal of the goals and objectives presented in the previous chapters that these can be attained only through a planned and continuous program. The assessment of resources in the schools reinforced the need to utilize the classroom as a primary delivery system if these goals and objectives are to be attained by groups of students. Once the schools determine which priority goals they will address, implementation strategies which will reach total grade level or classroom groups will need to be implemented. Counselors will need to work closely with teachers, para-professionals, and others to assist students with specific career development tasks.

Information gathered in this assessment of resources defined the parameters within which suggested strategies for achieving objectives were developed. Obviously, it would be foolish to suggest large group sessions if no large meeting place is available, or meeting with students once or twice a week if the only time available for such activity is class time.

# CHAPTER IX

# CURRENT PROGRAM ASSESSMENT

Before defining possible strategies for attaining the objectives, it was important to determine the extent to which goals and objectives are currently being addressed in each school. Because of the staffs' awareness that all teachers are counselors, and that each teacher is implementing some aspects of career guidance and counseling in his/her program, it was decided to survey the entire certificated staff in each school. A current program assessment instrument was designed and administered. These instruments containing the goals for each school were sent to the schools to be distributed to all teachers, librarians, and specialists, in addition to the counselors. The intent of the current program assessment was to identify any effective strategies currently being employed in the school so that the program could build on current strength. It was assumed that many of the objectives are being met in current programs. The purpose of the assessment was to identify current programs aimed at career development goals in order to avoid "re-inventing the wheel" and to capitalize on what each staff is already doing. For the numbers of staff members who responded to this task at each school, see appendix D.

Many teachers responded to the questionnaire and the responses were truly impressive. Vocational counselors were asked to summarize the responses from the teachers in their schools. School summaries indicated that many teachers, in many courses, are already addressing some of the goals in at least some of their classes. It also shows a wide range of individual creative approaches that might be adopted on a wider basis in each school to reach a larger percentage of the students. It was suggested that as each school chose objectives to be implemented in 1975-76, they include some of those that are already being implemented in some classrooms, and build on these teachers' efforts. The following pages present vocational counselors' summaries of activities being conducted in their schools as they relate to career guidance and counseling. These data were used in suggesting strategies for attaining individual objectives. They will also be useful to principals as they plan and structure programs for those objectives selected for implementation during the 1975-76 school year.

# CURRENT PROGRAM ASSESSMENT

## El Capitan

### Goal 1.1a, b, c

Individual lab; studio experiences; Crafts, Art, Photography, , Jewelry

Study of individual differences, heredity, environment; various theories of personality --- Civics, Psychology

Individual and group sessions: interpretation OVIS, DAT, ASVAB scores --- Counselors

Encourage participation in career development or exploratory ---Counselors

Career unit: activity groups --- English

Values exercises, character sketches --- Social Living

Unit on career information --- General Business & Dist. Ed. & Psyc. of Lit.

Listening, speaking, reading, writing --- Spanish

Study of World culture --- Geography

Filmstrips, records, student activity book --- English

Career unit: creative writing exercises, using occupational fantasy as motivation --- English

### Goal 1.2a, b, c,

Class discussions: experiments on behaviorist and humanist approaches --- Civics, Psychology

Individual personal conferences, referrals, smoke-ups, Open House, College Information Night, guest speakers, course selection --- Counselors

Class discussions of film studies, short story and novel analyses --- Film as Lit.

Class and group study of goals --- Social living

Career research and oral reports on job expectations at age 35 --- Psych. of Lit.

On-the-job reviews by employers and teachers --- Dist. Ed.

Athletic Endeavors --- Math/ Ath.

Development of vocab. skills --- Spanish

Study group process in simulation --- Geography

Values clarification activities --- English

Individualized contracts --- English, Reading

Self-exam. in relationship to experiences in literature and film --- English

Course selection based on student goals, academic background, labor market conditions, etc. --- Counselors

Goal 1.3a, b, c

Study of sociological theories on role, class, status, ethnic, and sex discrimination --- Psych. / Civics

Counseling sessions, individual and group for course planning and programming, visits to career center, frosh introduction to Career center. --- Counselors

Career unit utilizing information concerning community, parents' occupations, reviewing job descriptions and requirements --- Gen Business & Dist Ed.

Goal 1.4a, b, c

Class discussions of current literature on change, study of job market, inflation, unemployment, budgeting, insurance --- Civics/Psychol.

Presentation of Career Center Orientation) --- Counselors
plus interpretation of OVIS )

Class study units: The future, the environment --- English

Reading current events regarding jobs; simulation on the economy --- Gen Business

Applying for jobs, and getting part-time jobs --- Dist. Ed.

Group process in simulation on ecology --- Geography

Goal 1.5a, b, c

Individual conferences concerning post high school plans; four-year educational plan containing both long and short goals with frequent or periodic update of this plan; interpretations of OVIS and DAT --- Counselors

Field trips to local paper resource speakers, films, class lectures and discussions -- Journalism

Unit on careers with work sheets, tests, research --- General Business

Goal 2.1a

Typing; introduction to computers; data processing --- Business Machines

Lecture and discussion relating skills to actual careers --- Dist. Ed., Typing, Steno

Contrast OVIS scores with courses in progress and develop a tentative schedule for the coming year. --- Counselors

Goal 2.2a, c, d,

DAT interpretation of DAT; utilizing the Career Information System in the Career Center; OVIS results, and assistance in course planning --- Counselors

Lecture and discussion of monetary and non-monetary rewards, use of income, etc. --- Civics

Study of display; advertising; etc. --- Gen. Bus. and Dist. Ed.

Goal 2.3

Background re: society's expectations --- Civics

Goal 2.4

Simulation. Students develop individual time-usage charts. --- Gen. Bus. & Dist. Ed.

Goal 3.1

Discuss concepts of work and play, kinds of satisfactions, positive reinforcements, etc. Civics and Psychology

Career Study --- Gen. Bus. & Dist. Ed.

Goal 3.2

Study of values using values clarification game ---English, Journalism, Film as Lit.

Class discussions and individual assignments, worksheets on careers --- Gen Bus. and Dist. Ed.

Goal 3.3

Class investigation and study --- Civics and Psychology

## CURRENT PROGRAM ASSESSMENT
## Granite Hills

### Goal 1.1a

Values clarification through simulations --- Civics

Testing for placement --- Math

Interest survey, discussion, vocational aptitude tests --- General Business

Study of job listings ---Typing

Units on labor movement and union development ---U. S. History

Competitive individual and team sports, physical fitness ---P.E.

Insight into self through study of literature --- English

Creative art activities, skill development --- Crafts

Group discussion/counseling ---E. H., Reading, Counselors

Career Center referrals, essay tests --- English

Individual conferences, on-the-job experience ---Career Development

Class discussion, critique of work self-evaluation --- Photo., Art

Discussion, projects (use colleges and notebooks) ---Humanities, Literature

Voice tests --- Choral Music

Class discussions, filmstrips on careers, guest speakers ---Child Development and Family Relations

Adm. and interpretation of OVIS, DAT, SAT, ACT; group and individual counseling (use visual aids, guest speakers, career center) --- Counselors

Production of radio programs, slide tape presentations, script writing --- Media

Discussion of cultural differences --- German

Group sessions stressing value of education & trying to succeed, world-of-work concepts ---Math, Algebra

Working toward common goal --- Band, Orchestra

## Goal 1.1b

Interest tests, self-analysis, group discussion of occupations, employment tests (use career center, newspaper articles) --- General Business

Unit on labor and union development --- U.S. History

Discussion, reading ---English, Humanities

Group counseling --- Reading

Unit on awareness of values; discussion on current unit in attitudes in America --- Civics

Class discussion of cultural differences --- German

Discussion of status symbols and dropping out --- Math

Individual related instruction --- Career Development

Discussion of development of character; individual projects --- English

## Goal 1.1c

Career unit: interest vs. ability --- Health

Interest surveys; students investigate different occupations ---General Business

Simulations that stress values clarification --- Civics

Units: labor movement, union development ---U. S. History

Career center; study of occupational kits --- Geography

Awareness of American and German value systems --- German

On-the-job experience, individual related instruction --- Career Development

Unit on occupations; completing forms --- English

(Current Program Assessment, cont'd) **Granite Hills**

Goal 1.2a

Concept stressed concerning body systems --- Health

Study of personal values, attitudes and life style decisons --- Family Relations

Interest surveys, newspaper articles, family histories, employment tests --- General Business

Instructional unit on B. F. Skinner; heredity and environment --- Civics, Psychology

Effects of history on individuals' inventions --- U.S. History

Skill development and self-awareness through competition --- P.E.

Social interaction in class --- Geography

Group discussion --- E.H.

Individual and parent counseling --- English, Counselors

On-job experience, one-to-one contact with teacher ---Career Development

Self as reflected in creative photography --- Photo

Budget planning based on future career plans --- Family Relations, Child Development

Self-improvement --- Art, P.E.

Units on human development as affected by environmental factors --- Civics, Psych.

Goal 1.2b

Body systems and change --- Health

Units on study and work habits --- Math

Skill development and improvement --- P.E., Crafts, Art, Photo

Goal 1.3a

Exploring roles of men and women; options available to them --- Family Relations

Values clarification --- Civics, Psychology

Consumer Economics --- General Business

Research of German contributions to Science --- German dapting to changing jobs --- Math

Library and career center assignments --- English

One-to-one counseling; individual research --- Career Development

Subject as basis for career --- Math, Photo

Role reversal; health unit; awareness unit; religious unit --- Humanities

Budget planning --- Family Relations/Child Development

On campus speakers on changing role of women --- Counselors

Advertising --- Journalism (use community workers)

Goal 1.3b

Role playing --- Social Living

Compare roles through reading --- Reading

Use of community recreation sources for individual sports --- P.E.

Discussion on relevance of writing and reading --- English

Goal 1.4a

How to evaluate part-time interest area job --- Health

Guest speakers from FBI and Pacific Telephone; Career Center --- C.O.P./S.O.P.

Unit on job placement "What I will be doing in 2000 A.D."; "Future Shock" --- Civics, Psych

Career Center Algebra Guidance Kit --- Math

Worker migration --- U.S. History

Math and Science as basic to any job --- Math, Science

wareness of shrinking world --- German

Goal 1.4b

Guest speakers/materials in Career Center --- C.O.P./S.O.P.

Unit on job placement in constantly changing society --- Civics

Goal 1.4c

"Future Shock" --- Civics

Migration of workers; immigration --- U.S. History

Awareness of changing social values --- Civics

Goal 1.5a

Skill development ---C.O.P./S.O.P, Crafts

Encourage students to make tentative career choice and investigate --- Math

Career Center; films --- English

Students plan and produce school/community interest programs for broadcast over cable television; gain experience in a variety of occupations --- Media

On-job experience --- Career Development

Discussion; writing; reading --- English

Budget planning --- Family Relations

DAT/OVIS: Career Center; program planning --- Counselors

Unit on careers --- English

Discussion on values --- Civics

Goal 1.5c

Career investigation/summer jobs --- Health

Units on business machines, typing, filing --- C.O.P./S.O.P

Simulation and discussion of future, year 2000 --- Civics

Goal 2.1a

Individual counseling and discussion --- English

Preventive medicine unit; paramedic programs as emergency programs --- Health

All activities have direct relation to jobs --- C.O.P./S.C.P.

Discussion of Maslow's work on transference, and of Piaget. Relation of student activity, interest, and ability to various roles they play --- Civics, Psych.

Term paper: Understanding why our economy fluctuates --- U. S. History

Interscholastic competition leading to collegiate competition --- P. E.

Significance of writing and speech stressed vocationally as well as culturally. Communication vital in world of work ---

Students research occupations other than one they are working in at present time --- Career Development.

Activities to point out how fundamentals are important in all occupational roles ---Eng.

Expose exceptional students to job possibilities --- Art

One-to-one programming; outside speakers --- Counselor

Skill development --- Clothing, Foods, Child Development, Family Relations, P.E., General Business

Unit on personal relationships --- Family Relations

Goal 2.2a

Teacher/student discussion --- English

Hospital field trip on their own time --- Health

Ghetto development --- U.S. History

Unit on authorities; discussion, writing and reading --- English

OVIS/DAT, speakers --- Counselor

Goal 2.3a

Watching dramatic films ----

Futurism: Changing nature of work in America; eventually a no-work society? - Civics

Change of emphasis of occupations at different times in history --- U. S. History

Discussion and study of world's societies--- U.S. History

Discussion, reading, and testing; films --- General Business, English

Discussion of depression of the 30's --- English

Discussion: work connected to a variety of activities and social issues --- Civics

Emergency unit --- Health

Goal 2.4a

The pursuit of youth, television film --- Health

Encourage students to become involved in the political life of their country -- U.S. History.

Discussion, participation, awareness of advantages of leisure time activities --- P.E.

Relation between jobs and leisure time ---Math, Science

Course taught as an art, leisure activity that creates new thinking --- Photo

Discussion of developing skills in several areas in relation to reading, characters - Eng.

Budget planning --- Family Relations

Thru sense of accomplishment of being creative --- Art

Community and church choral groups as worthwhile use of leisure time--- Choral Music

Developing skills in cooking, clothing construction, decorating, and hobbies that can be used to enrich leisure time --- Home Ec.

Goal 2.5a

Field trip to hospital --- Health

Speakers such as representatives from business colleges; individual conferences --- C.O.P./S.O.P.

[illegible]ve sports officiating opportunities; life-saving classes offered --- Athletics

Goal 2.5b

Through music performance --- Band and Orchestra

On-job training in cable television; exploratory job program in career center --- Adv. Media

Discussion of leisure in the German culture --- German

Discussion of armed forces training; vocational courses offered at other schools - Math

Group discussion --- E.H.

On - job training; individual instruction --- Career Development

Goal 3.1a

Unit on values in different societies: work ethic --- Civics

Development of advanced skills through team and individual sport participation; Provide opportunity for winning; student realization of athletic abilities; build life style around them ---P.E.

Discussion: stresses Anglo-Saxon work ethic, work can and should be fulfilling-Math

Photo is work, is gratification, becomes leisure --- Photo

Class discussion --- Reading, Humanities, English, Family Relations, Literature

Creating art projects --- Art

One-to-one counseling --- Counselors

Goal 3.1d

Performing music --- Band

Experience in P.E. and athletics affects students' choice of life style --- P.E.

[illegible]ed for work during depression era --- U.S. History

Observation of teacher --- U.S. History

Class discussion --- E.H.

Goal 3.2

Discussion --- Math, General Business, Literature

Produce student newspaper; learn to adjust to abilities --- Journalism

OVIS/DAT interpretations, OOH, Career Center --- Counselors

Facility demands interdependence (dark room) --- Photo

Concept of living/working harmoniously --- English

Learning to understand and respect other cultures and accept differences --- German

Students participate in on-job experiences and gain insight into this concept --- Adv. Media

Team sports --- P.E.

Paramedic/emergency units on careers --- Health

Goal 3.3

Investigation of leisure time recreational activities both off and on the job --- Health, Social Living

Discussion: "Future Shock,", "Man as Machine" --- English

Student activities, producing newspaper require and teach interdependence --Journalism

Discussion of assembly line concept --- Math

# CURRENT PROGRAM ASSESSMENT

## Grossmont High School

### Goal 1.1a, b, c

Rap Groups, T.A. --- Social Living

Business Office, job training --- General Business, Personal Finances

Multi-interest reading; group discussion; paragraph writing --- Eng. I, II, III R

Class and individual discussions --- Algebra II, Math A, Sr. Math IAS, Math seminar

Careers Unit --- Eng. I, II, IIIR

Assignments in Movie and oral interpretation --- Drama I and II

Select entry level unit based upon interest and ability --- Business Skills Lab

### Goal 1.2a, b, c

Personality unit, values, T. A. --- Social Living

Reading, tapes and discussion --- Eng. I, II, III R

Reading great literature, applying universal ideas to man and to themselves --- English IIIC.

Goals setting; careers unit --- English I, II, III R.

Changes in ease and abilities they feel before an audience --- Drama

Experiences in classroom --- Teacher Prep.

### Goal 1.3a, b, c

Discussion of short stories --- English IIIC

Careers unit; newspapers unit --- English I, II, IIIR.

Guest speakers giving employment information --- Business Skills Lab, Typing III, IV Tech Prep

Goal 1.5a, b, c

Vocational Unit, Career Center --- English I, II, IIIR.

Class Discussions --- Math IA, Alg. II, Sr. Math Rev., Math Seminar

Careers unit, class discussions --- English I, II, IIIR

On the job training --- Teacher Prep

Goal 2.1

N.S. --- Typing II, III, IV; Business Office training, General Business, Personal finances, Bookkeeping, Records Keeping

Crafts; techniques and skill transferable to other occupations --- Crafts 1, 2, 3.

Discussion and class participation --- Office Occupations, Lab., Clerical Office Practices, Business English.

Vocations Unit --- English I, II, IIIR.

Class discussions; relates use of math to occupations --- Business Math, Adu. Business Machines, Business Skills Lab. Typing 3 and 4.

Work experience --- Tech Prep

Goal 2.2

N.S. --- Gen Business, Bus. off Job Training; Single Survivial Skills

Discussions, Films, speakers --- Skills Lab., Shorthand, Bus. English, on-the-job training

Vocations unit --- English I, II, IIIR

Goal 2.3

N.S. --- General Business, Personal Finance

Discussion of society's values and how they create expectations for us --- Eng. IIC

Goal 2.4

N.S. --- General Business, Personal Finances, Single Survival Skills

Tapes; goal setting unit --- English I, II, III

Field trips to theaters, talking to professional and nonprofessional actors --- Drama

Goal 2.5

N.S. --- General Business

Speakers from businesses, films, discussions ---Skills Lab, Shorthand, Business English

Vocations Unit discussions, Career Center --- English I, II, III R

Class discussions: University and college vs junior college and trade schools

Learning units; individualized job packets --- Business machines, Adv. Bus. Mach., Business Skills Lab., Typing 3 and 4.

Individual discussions --- Tech Prep.

Goal 3.1

Classroom work --- Teacher Prep

Field trips: speakers: actors and of professional schools --- Drama

Goal 3.2

Classroom discussion, T.A. --- Social Living

N.S. --- General Business, Personal Finances

Units on jobs; interview situations; working in community --- Business English, Skills Lab, Dist. Ed., On-Job Training

Goal setting discussions, inventories and tapes --- English I, II, III

rk experience --- Tech prep.

Goal 3.3

N.S. --- Gen Business

Goal setting discussions, tapes, and inventories --- English I, II, IIIR

Pertinent Remarks

I do more than I thought after studying this. I don't get a chance to get into a more thorough analysis as indicated by some of your concepts, but do contribute to the thought processes and knowledge level in a worthwhile manner. (Welford)

Very difficult to comprehend items and specific points they're trying to make. Seems like they tried to say the same thing in 20 different ways. This seems to be another example of how educators try to make things look important by being overly wordy. I do much on careers, etc., but difficult to relate to items here. (Kamminga)

# CURRENT PROGRAM ASSESSMENT

## Helix

### Goal 1.1a, b, c

Team and individual sports --- P. E.

Job analysis; personal qualifications --- Salesmanship

Discussion, films, reading, writing research --- English, Science, Physics, Spanish

Cultural differences; values and attitudes of others --- Spanish

Individual expression --- Guitar, Choral, Journalism, Art/Design, Reading Lab

Essay, Research on career/vocation --- , English

Skill building --- Drafting, Graphic Arts, Driver Ed, Basic Arith.

Nations, Origins, cultures, values --- Geography

Discussion, counseling --- Counselors, School Nurse, E. H.

Value clarification, tests, games, discussion --- Sr. Homemaking, Eng IIA

Discussion, guest speakers, films, trips, demonstrations --- Bachelor Arts, Crafts, Social Living, Biology, Psychology, Oceanography

Relevance of math to living --- Math

### Goal 1.2a, b, c

Reading, writing, films, discussion --- Psychology, English, Social Living, Spanish

Value clarification --- English

Genetics, growth, maturity --- Biology, Ocianography

Projects --- Crafts

Individual instruction/plotted progress --- Reading Lab

Unit: "Let's Concentrate on You" ---Bachelor Arts

Units: Family; Child development --- Sr. Home making

Rap sessions, guest speakers --- . H.

Counseling --- Counselors, nurse

Goal 1.2a, b, c (cont'd)

Unit: State of Mind --- Driver Ed.

Production; quality control; peer acceptanc --- Graphic Arts, Drafting

Personality Development and self-assessment --- Salesmanship

Physical fitness --- P.E

Goal 1.3

Discussion, lectures, films --- Salesmanship, Chemistry, Physics, Science

Use of tools --- Auto

Counseling ---Counselors, Nurse

Unit: Conservation --- Biology, Oceanography

Goal 1.4

Discussion; readings in Time and Newsweek --- Economics

Research units: Careers, jobs --- English

Practical use of math everywhere --- Math

Units: Food Service ---Bachelor Arts

Speakers; children --- Sr. Home Making

Rap sessions --- E. H.

Economics, films --- Geography

Job market analysis --- Salesmanship

Goal 1.5

Entry level skill --- Graphic Arts

Units on CATAGROPHY, agriculture --- Geography

Rap sessions --- E. H.

Goal 1.5 (cont'd)

Production: school paper, local news releases --- Journalism

Occupational goals --- Salesmanship

Speakers, films --- Sr. Home making

Slides, tape instruction --- Career Development

Unit: Jobs --- English

Goal 2.1

Unit: Critical Thinking --- English

Analysis of society through literature --- English

Related instruction --- Career Development

Simulated nursery school; room decorating --- Sr. Home Making

Rap sessions --- E. H.

Unit: To get a Job --- Vocational Graphic Arts

Jobs and Drafting --- Drafting

Goal 2.2

Organization of business --- D.E., Salesmanship

Units: "Living" and "Job Planning" --- English

Goal 2.3

Development of characters in literature --- English

Readings, films, short stories, discussions, linguistic analysis --- Eng., Political Sci.

Unit: Social Mobility --- English

Speakers, films --- Sr. Home Making

Discussion --- Women's Studies

Goal 2.3 (cont'd)

Development of labor; industrial revolution --- Geography

Selling --- Dist. Ed.

Goal 2.4

Carry over sports activities --- P.E.

Unit: Use of Leisure Time --- Dist. Ed.

Developing leisure skills --- Choral, Guitar, Decorating Art, Crafts

Opportunities in San Diego --- English

Goal 2.5

Resume, job interview, role play employer --- Speech

Speakers, career night, information in guidance center

Goal 3.1

Unit on jobs; newspaper --- Reading

Meaningful work/job --- English

Future societies --- Science Fiction

Overview --- D.E., Salesmanship

Job conditions --- Woodshop

Local press releases --- Journalism

Related instruction --- Career Development

Readings, text --- Political Science

Employee/employer relations --- D. E., Salesmanship

## CURRENT PROGRAM ASSESSMENT

### Monte Vista High

Goal 1.1

Counseling and testing; -- Psychologists

OVIS, DAT, View OOH -- Counselors

Goal 1.2

Lecture and discussions --- Counselors

Lecture --- Nurse

Counseling and testing -- Psychologist

Goal 1.3

Conference -- Nurse

Goal 1.4

Discussion -- Nurse

Goal 2.3

Lectures --- Nurse

Goal 2.5

Discussion -- Nurse

Goal 3.1

Conference -- Counselors

## CURRENT PROGRAM ASSESSMENT

### Mt. Miguel

Goal 1.1

Course work on values, value clarification --- Social Living

Development of leadership --- ROTC

View job interview films; mock interview with per. manager; survey of stores --- English

Each student works at his own rate according to ability --- Record Keeping

Study of cultures (comparative) --- Geography

Teacher indicates natural and different aptitudes --- Girls P.E.

Related instruction and job experiences --- Career Development

Reading short stories, exposed to values --- English

Timed writings, copy, dictation speakers films --- Stenocript, Business Math, Typing

OVIS, DAT tests --- Counselors

Comparative cultures --- Geography

Project based labs, each student given choices; --- Health, Biology

Films, guest speakers, visit Career Dev. Center; research paper --- Eng. III R & A

Encourage appropriate competitive drive developing awareness of body and movements, ability and limitation --- Boys' P.E.

Counseling --- Nurse

Many individual projects qualify student for jobs in many areas --- Business Skills Lab.

Counseling --- School psychologist

Units on procedures performed by social agencies)--- Child Development
Analysis of personal assets )

Group discussion, individual counseling; AV --- E.H.

(Current Program Assessment, cont'd)  Mt. Miguel

Goal 1.1 (cont'd)

OVIS, DAT, GATB testing; individual conferences; group counseling; Career Center---Counselors

Discussion; film --- Exploration Business

Daily references to applications of chemistry in their lives and career possibilities; tour of chemical plant --- Chemistry

Discuss role of women; working wife and mother; homemakers important job; --- Senior HomeEc

Individualized audio-__________instruction; students choose their own project --- Physics

Individual chooses his own individual work in his own class --- Student Government

Psycho-anthropology --- Anthropology

Relate driving to occupation --- Driver ED

"All of these concepts are taught by all good teachers in one way or another"

Goal 1.2

Develop attitudes in driving --- Driver Ed.

Unit on psycho-anthropology --- Anthropology

Seeing and developing spirit of cohesion re student (body ?) work --- Student Govt.

Who am I; changing life cycles; other responsibility; and roles --- Senior Home Ec.

Foreign living may be useful or necessary at some time in future --- German II, III, IV

Individual programming and conferences; tests interpretation; programming --- Counselors

"You're No Good" film; film and discussion } --Social Living
TA; aptitude and interest tests;
Discussion of the concept of change through time --- Geography

Goal 1.2 cont'd.

Values clarification exercises; films; discussion --- Exploratory Business

Aptitude and interest tests --- Merchandising

Human Behavior Unit; Psych. of leadership --- ROTC

Comparative reading and writing (controversial subjects); writing personal "odysseys"; reading and discussion of literature, (Decision" , "That was Then, This is Now" topics - English

Student checks course output against schedule --- Record Keeping

Team work in games; working in group activities; working with different persons --- Girls' P.E.

Related instruction and work experiences --- Career Development

Dictation; transcription; teacher-student anecdote --- Shorthand, Typing I AND IV

Biographies of world figures --- Geography, U. S. History

Reading and discussion; --- Health

Awareness of body movements; motor skills improvement --- Boys' P.E.

Counseling --- Nurse

Group discussion; individual counseling; AV --- E.H.

Goal 1.3

Students feel the quality of leadership --- Student government

Interview women at different points of the life cycle; study career choices and community resources for women's return to work force. --- Senior Home Ec

Use of library resources; film log; committee work; let 1A student sit in 1C classes; (environment plays important part in attainment) --- English

Individual conferences; tests interpretations; programming; --- Counselors

Class discussion; use of check lists; --- Social Living

(Current Program Assessment, cont'd) Mt. Miguel

Goal 1.3 cont'd

Relationship between man and environment; man as he affects his environment; ---Geog.

Values clarification exercises; films, discussions; --- Explor. Business

Presentation on human behavior; self-evaluation; aptitude tests; career planning and counseling --- ROTC

Each student responsible for his progress --- Record Keeping

Related Instructions --- Career Development

Dictation and transcriping materials --- Stenoscript, Typing I, II, III, IV

Biographical studies;--- U.S. History

Job related units; interviews, films, Career Center, library --- English III A & R

All P.E. activities --- Girls' P.E.

Individual Student project --- Business Skills Lab

Goal 1.4

Individual student project --- Bus. Skill Lab

Research and list occupations related to child development --- Home Ec, Child Dev.

Group discussion of current events & AV

Individual conferences; group sessions; Career Center; --- Counselors

Films, guest speakers, Career Center visit; interviews, library; vocational unit; Reading and discussion of "Death of a Salesman" --- English

Current events, discussion economy; how man adapts in a changing society; --- Geography, U.S. History

Changing role of workers in history of labor; personal example; --- Social Living

Speakers; films; information in times; --- Typing I, II, III, & IV, Steno.

lated instruction and work experiences --- Career Development

Goal 1.4 cont'd

Check attendance record; ability to follow instructions for the future job ---Girls' PE

Read and discuss plays --- Social Satire

Discussion of economics and factors that affect employment --- Personal Finance

Instructions on management --- ROTC

Unit on Industrial revolution; --- U.S. History

Individual research at Career Center --- Explor Business

Students see trends developing in student body, must adapt programs to keep in touch with students --- Student Government

Goal 1.5

Group and individual conferences; Career Center; programming; group orientation sessions; college planning; future career goals; programming for immediate and long-range goals; --- Counselors
long
Small group interaction, stressing cooperation; committee work; --- Geography

Kuder test; films; discussion; --- Exploratory Business

Management training; case histories; student make decision re career plans --- ROTC

"Getting a Job" film; guest speaker; Career Center --- English

Related instructions and work experiences --- Career Development

Timed writing and dictation material --- Stenoscript, Typing I, II, III, IV

Introduction of career possibilities in health field --- Health

Group discussion -- E.H.

Students analyse personal assets; prepare resume --- Child Dev. and Home Ec.

Students plan materials and cost of project --- Woodshop

Individual student projects --- Business Skills Lab

(Current Program Assessment, cont'd) Mt. Miguel

Goal 2.1

Using machines to solve problems relative to various jobs --- Bus. Machines & Lab

Group discussion and individual counseling; AV --- E.H.

Testing, test interpretation individual conferences; programming; group sessions; help student select classes that relate to occupational goals; --- Counselors

Films, guest speakers; Career Center; field trip; job unit; writing stressing correct usage enhancing a worker's chance for hire or promotion ; vocational unit; general approach to practical work --- English

Students deal with practical problems relating to the consumer and occupational roles; --- Math

Topic of relevance comes up in most classes; ability to read and understand material, vocabulary-reference skills; map skills; --- Geogrpphy

History prepares for political jobs; History, U.S.

Good self-concept important in many jobs; --- Social Living

Dictation, timed-writings; transcription; --- Stenoscript, Typing I, II, III, IV

Related instructions and work experience; also relevance charts --- Career Dev.

Ability to get along with people --- Girls' P.E.

"Relate disciplines to play require advancement in ROTC dependent on GPA" (?)

Group 2.2

OVIS interpretation; referral to VIEW; conferences; Career Center; -- Counselors

Study of comparative economic systems; committee work; --- Geography

Limited job classification, military ---- ROTC

"Somewhat" --- Merchandising and Social Living

Verbal requirement of job; films; guest speaker; interviews, field trips;Career Center --- English

Related instructions and work experience --- Career Dev.

Course work proceeds from single to complex in definite stages --- Record Keeping

Goal 2.2 cont'd

Timed writings; dictation material --- Stenoscript, Typing I, II, III, IV

Health Careers Day; discussion of careers ---- Health

Outside speaker; job requirements --- Woodshop

Many individual projects --- Business Skills Lab

Goal 2.3

Many individual projects --- Business Skills Lab

Interaction with individual students --- Psychologist

Group discussion; AV --- E.H.

Counseling --- Nurse

Lecture and discussion; cultural app. to geography; build mind; cooperation, civic obligation; creative approach to life --- Geography

Timed writings; dictations; speakers; films; --- Stenoscript, Bus. Math, Typing

Related instructions and work experience --- Career Development

Films; stereotypes of people into certain levels of attainment --- Social Satire

Analysis and participation in consumer behavior --- Personal Finances

Reading and discussing Thoreau's Walden Pond, write essays, self-reliance and vs materialism; magazines

Instructions or management --- ROTC

Discussion --- U.S. History

Within structure of course --- Merchandising, Social Living

All P.E. classes --- Girls' P.E.

Student representation; student body adjust program to meet with favorable responses --- Student Government

Cultural Anthro. Unit --- Anthropology

Goal 2.4b

Individual and group career conferences; programming; interviews --- Counselors

Creative projects for personal satisfaction --- Decorative Arts

Conversation groups; round table discussion; special tapes --- German I, II, III, IV

Exposed students to leisure time games --- Boys' P.E.
Minimum skills and carry-over activities
All P.E. classes --- Girls' P.E.

Show movies --- Social Living

Instructions on conservation of energy = recreation --- ROTC

Study book "Bless the Beasts and the Children"; write formal letter to people with interests and vocations; --- English

Workshop; project preparing creative projects or hobbies --- Geography

Counseling --- Nurse

Goal 2.5

Individual projects)--- Business Skills Lab
Speakers; discussion)
Counseling --- ROTC

Group Discussions on current events; AV --- E. H.

Individual conferences; Career Center; group session; programming; group session on OVIS -- Counseling

Dictation materials; timed writings --- Stenoscript, Typing I, II, III, IV

Related instruction; personal interview; outside experience --- Career Development

Text books; fiction and nonfiction; discussion; group problem method)--- Geography
Academic skills trans to occupational skills) --- Geography
Practice in record keeping skills --- Record keeping

Mock trial; write defense and prosecution --- English

Guidance and counseling on military opportunities --- ROTC

All PE classes --- Girls' P.E.

Student list occ. for Home economics; explore community resources for training --- Foods and Clothing, Senior Home Ec.

Goal 3.1

Individual and group conferences; OVIS interpretation conferences;

N.S. --- Home Econ., Social Living, Business classes, Girls' PE.

Classroom Instruction and Counseling -- ROTC

Reading, discussion, and writing papers; discussion of careers; --- English

Class studies; discussions of various cultures, --- Geography

Counseling --- Nurse

All P.E. activities --- Girls' P. E.

Individual interviews --- Psychologist

Goal 3.2

N. S. --- Girls' P. E., Business Skills Lab, Social Living, Boys' P. E.

Counseling -- Psychologist, Nurse

Individual counseling; group; --- Counselors

films, guest speakers; field trips, Career Center visit; research paper; Vocational unit --- English

Personal example; --- Health, Biology

Discussion; --- U. S. History

Classroom environment encourages harmonious relationship and interaction between student and the classroom --- Geography

Related instructions and work experience --- Career Development

Individual student responsibility for own performance --- Record keeping

Class instruction, case histories; --- ROTC

Films; discussions --- Bus English; Expl Bus.

Student Government Organization --- Student Government

(Current Program Assessment, cont'd) **Mt. Miguel**

Individual program conferences; individual and group counseling --- Counselors

Encourage student to have pride in a job well done; committee work --- Geography

Class instruction --- ROTC

Class instruction; student project --- Record keeping

N. S. --- Social Living

Related instructions, work experience --- Career Development

Investigation Henry Ford's assembly line --- U. S. History

Simulated offices --- Business Skills Lab

## CURRENT PROGRAM ASSESSMENT
### Santana

### Goals 1.1a, b, c

Performing and observing --- Drama

Skill building; production; group and individual projects --- Crafts, Vocational Plastics, Voc. Elect.

Discussion; reading; writing; films --- English

Aptitude test; job unit --- Dist. Ed.

Values clarification, group activities --- Psych. English

Unit on mental health --- Health

Discussion; observation --- Restaurant Training, Social Living, Child Development, Bookkeeping, Geography, Shorthand

Career unit; individual lab experiences in simulated office --- Office Occupations, General Business

Discussion of vehicle code --- Driver Ed.

Individual counseling --- Counselors

General course --- Tech Corr. I and II.

Data sheets, resume, research paper on job choice --- English

Vocational unit, discussion --- English

Student observation --- Homemaking

Goa

### Goals 1.2

Testing; followup, crisis counseling --- Psychologist

Self-awareness, assertiveness training --- Psychology

Discussion, guest speakers, films ---Restaurant Training, English

Re evaluation of goals --- Vocational Electronics

Goal 1.2 (cont'd)

Lectures; films --- Geography, English

General course --- Tech Core, Social Living

Job pursuit unit --- English

Project planning and construction of projects --- Tech core, Crafts

Vacational unit --- Snglish

Journals and Literature --- English

Parent situations discussed --- Homemaking

Individual observations --- Drama

Mental Health unit --- Health

Tests, term paper and notebook --- Geography

Goal 1.3

Career unit and individual experiences in simulated office --- General Business, Office Occupation

Rapping with students --- Psychologist

Course directed toward this goal --- Psychology, Tech Core

Individual activities and field trips --- Vocational Elect.

Decision making unit, worksheets, tests, role playing--- Social Living

Career center unit, research paper --- English

Research unit, reading, writing --- Tech jCore

Vocational unit --- English

Films and literature: acceptance of basic differences --- English

Unit: How to get a job --- Dist. Ed.

Individual observations ___ Drama

Discussion, lecture --- Bookkeeping

Discussion, producing mailable copies in shorthand & typing --- Shorthand

## Goal 1.4

Experience in office --- Office Occupations, General Businesses

Introduction of change process and future shock --- Psychology

Speakers from industry, films, former students, newspapers ---Vocational Electronics

Discussion of changes in nations, people, economy --- Geography

Discussion of economics in marriage, budgets; goal setting; work sheets --Social Living

Career choosing with long-range plans; films --- English

Future forecasts in literature; future shock --- English

Vocational unit --- English

Unit: "How to Get a Job." --- Dist. Ed.

Lecture and discussion --- Bookkeeping, Shorthand, Vocational Plastics

## Goal 1.5

Rapping and counseling --- Psychology

Discussion --- Restaurant Training, Shorthand, Vocational Plastics

Wiring house and other real projects to establish goals --- Vocational Elect.

Role playing, simulation, worksheets --- Social Living

Concrete unit, plastics unit, elec. unit. --- Tech Core

Vocations unit --- English

Unit: How to get a job; computer work and film --- Dist. Ed.

Lectures; application of work to real life situations --- Bookkeeping

## Goal 2.1

One out of six employed in transportation --- Dr. Ed.

Helping relationships and helping skills --- Psychology

Shop work and lab work --- Voc. Elect.

Occupation unit; and jobs in remote areas --- Geography

Goal 2.1 (cont'd)

General goal for this whole course --- Tech Core

Written and verbal expression --- English

Vocational unit: skill building in desired areas --- Tech Core

Opportunities for employment with language --- Spanish

Vocational unit --- English

Fashion and nutrition job opportunities; guest speakers --- Homemaking

Related throughout course --- Dist Ed.

Medical profession discussed throughout course --- Health

Problems applying to real life on-the-job situations --- Bookkeeping

Writing; essay questions, and term paper --- Geography

Discussion --- shorthand

Lecture; lab work; field trips --- Voc. Plastics

Goal 2.2

Teach in a cluster environment --- Voc Elect.

Discussion and textbook activities --- Bookkeeping

Goal 2.3

Specific units 1, 2, 10, 11 --- Office Occupations, General Business

Differences in countries, weather, location --- Geography

Career Center, exploration of career opportunities --- English

Literature selections; films; writing assignments --- English

Discussion of working mothers --- Homemaking

Goal 2.3 (cont'd)

Units: job and salesmanship --- Dist. Ed.

Problems in real life on-job situations-- Bookkeeping

Discussion --- Shorthand

Goal 2.4

Structuring and use of time, working and space --- English

Knowledge of Spanish as broadening life --- Spanish

Reading of selected paperbacks --- English

Class discussion on mothering/leisure time --- Homemaking

Personal development, extra curricular drama activity --- Drama

Study of film as literature and interrelationship of both --- English

Goal 2.5

Visits, talks --- Voc. Elect.

General course --- Tech Core

Importance of qualification through training --- English

Stock room clerk responsibilities --- Tech Core

Vocational unit --- English

Explanation and discussion --- Bookkeeping, Shorthand, Voc. Plastics

Goal 3.1

Discussion --- Office Occupations, General Business, Shorthand

Needs/actualization theories --- Psychology

Instructor's behavior and joy in work, de-emphasizing grades --- Voc. Elect.

Study of different cultures --- Geography

Goal 3.1 (cont'd)

Learn a field interesting to them, which society needs --- Geography

General course goal --- Tech Core

Class discussion, films, Maslow needs theory, lecture---Social Living

Attitude development through literature, discussion --- English

Self-discipline through group and individual work and performing --- Drama

Art show, displaying projects --- Crafts

How to get a job --- Dist. Ed.

Motivate student through maps, paper, essay tests --- Geography

Lab work experiences

Goal 3.2

Experience in model office --- Office Occupations, General Business

Concept used to promote good classroom environment --- Driver Ed.

Communication and relationship to work --- Psychology

Develop personality appropriate to motherhood --- Homemaking

Cooperation and sharing of ideas --- Drama

How to get a job; employer, employee, customer relations --- Dist. Ed.

Develop reasonable atmosphere in class --- Geography

Discussion; lecture --- Shorthand, Voc. Plastics

Goal 3.3

Team work, wiring student built house --- Voc. Elect.

Develop broad interests and travel --- Geography

Develop language skill; satisfaction outside job --- Spanish

Job application and interview techniques --- English

Field trips and discussion --- Voc Plastics

# CURRENT PROGRAM ASSESSMENT

## Valhalla

### Goal 1.1a

Heterogeneous grouping --- Reading

Individual selection of project --- Crafts, Arts

Individual selection of project, designing and building --- Fabrication, plastics, metals, woods

Co-ed volleyball, folk dancing, swimming --- P.E.

Unit in identity; study of cultures; individuals roles --- Humanities I

Reading, writing, listening, speaking on concepts of course --- American Studies

Individualized instruction --- all languages

Purchase of print and non-print materials relating to a variety of jobs --- Media-Lib.

Solo and small group performances --- Concert Choir, Chorus

Personality Unit; values clarification --- Social Living

Field trip to California Mart. Assist at professiona meetings; classroom discussion -- Clothing

Discussion re business and industry applications --- Computer Math and Science

Individual assignments, goals and objectives --- E.H.

Individual counseling those with learning and behavioral difficulties --- Vice Principal

VTR scenes, motion picture creation; scene interpretation; play production; oral interpretation --- Media I, II, Drama

Job experience and related instruction --- Career Development

Individualized projects at job-entry level --- Business Skills

Goal 1.1b

Solo and small group performances --- Concert Choir, Chorus

Goal 1.1c

Designing and building after completion of skill-oriented project --- Fabrication - plastics, metals, wood
Unit in identity --- Humanities

Reading, writing, listening, speaking on concepts of course --- American Studies

Purchase of print and non-print materials relating to a variety of jobs. -- Media-Lib.

Field trip to California Mart. Assist at professional meetings --- Clothing

Discussion re business and industry applications --- Computer Math & Science

Counseling students with learning and behavioral difficulties --- Vice Principal

Job experience and related instruction --- Career Development

Individual projects at job-entry level --- Business Skills

Goal 1.2a

Counseling students with learning and behavioral difficulties --- Vice Principal

Improvement of skills and changing of attitude --- Clothing

Individual responsibility for actions and time for daily classwork --- Crafts

Daily time-card keeping, describing day's activity for year's evaluation of progress and growth. --- Fabrication-plastic, metals, and woods

Discussion re necessary equipment, materials, environment, habits for best classroom learning --- Spanish I, II, III

Competitive situations; developing socially desirable behavior --- P.E.

Identity Unit --- Humanities I

Personality unit --- Social Living

### Goal 1.2a (cont'd)

Individual and group interpretation, real and assumed life experiences, and how they help one develop --- Drama

Work experience and related instruction --- Career Development

Individualized projects ---Business Skills Lab.

### Goal 1.2b

Advisory counseling --- Advisorship

Instruction in vocal technique and physical training

### Goal 1.2c

Counseling --- Vice Principal

Project selection; skill improvement; attitude changing --- Clothing

Preparation and organization of individual classwork time --- Fabrication - plastic, metals, and woods

Discussion re classroom preparation for learning --- Spanish I, II, III

Competitive sports, team, co-ed. --- P.E.

Identity Unit --- Humanities I

Personality Unit --- Social Living

Work experience and related instruction --- Career Development

Individualized projects; job-entry type level --- Business Skills Lab

### Goal 1.3a

Direction towards conduct in a professional framework --- Crafts

Exposure to film loops, films discussion, etc. involving associated careers -- Fabrications

Awareness of careers related to foods and understanding use of small appliances, design features, guarantees, etc. --- Intro. to the Arts and Advanced Foods

Work experience and related instruction --- Career Development

Individualized projects at job-entry level --- Business Skills Lab

### Goal 1. 3b

Indirect learning from historical concepts --- American Studies

Availability of careers abroad --- German III & IV

Social and ethnic backgrounds as they influence art work --- Art I, II

Co-ed activities --- P.E.

Search for identity unit; Man in culture unit --- Humanities I

### Goal 1. 3c

Individual success in craftsmanship and citizenship; direction towards conduct in a professional framework --- Crafts

Exposure and discussion of film loops, films, etc., involving associated careers --- Fabrications

Awareness of careers related to foods; use of, design features, guarantees of small appliances --- Intro. to the Arts and Advanced Foods

Work experience and related instruction --- Career Development

Individualized Projects; job-entry level --- Business Skills Lab

### Goal 1. 4a

Awareness of environmental changes; discussion of trends; applications of basic knowledge of fundamental tools. --- Crafts

Variety of experiences offered teaching the complexities of a single occupation and a view of the common areas of all three areas --- Fabrication-plastic, metals, woods

Study of art movements --- Art I and II

Job experience and related instruction --- Career Development

Job-entry type skill development --- Business Skills Lab

### Goal 1 . 4b

Individual counseling with those who have expreseed interest in pursuance of the profession. --- P.E.

## Goal 1. 4b cont'd

Search of Order unit, economic section --- Humanities I

Study of Man and the Machine; Future Shock and related activities --- American Studies

Job-entry type skill development---Business Skills Lab.

## Goal 1. 4c

Awareness of environmental changes; discussion of trends and applications of basic knowledge of fundamental tools. --- Crafts

Study of the complexities of a single occupation and the opportunity to grasp the common areas of all three areas --- Fabrication - plastic, metals, woods

Visit by employment office person explaining job possibilities in this area, especially for bi-lingual --- Spanish II, III

Job experience and related instruction --- Career Development

## Goal 1. 5a

Teaching accountability by use of time cards --- Fabrication-Metal, Wood, Plastics

All art activities plus art school presentations --- Art I and II

Filmstrips, lectures, and guest speakers; research --- Advanced Foods

DAT interpretation --- Advisorship

Job related instruction and job placement --- Career Development

Job-entry type skill development --- Business Skills Lab

## Goal 1. 5b

Creation of individual awareness of worth and relevance of their interests and skills to possible careers --- Crafts

### Goal 1.5c

All art activities plus art school presentations --- Art I and II

Flimstrips, lectures, and guest speakers; research --- Advanced Foods

DAT interpretation --- Advisorship

Job related instruction and job placement --- Career Development

Job-entry type skill development --- Business Skills Lab

### Goal 2.1a

Discussions; examples; location of materials --- Crafts

Filmstrip; speakers; group activities --- Clothing and Intro to Arts

Discussion of various diagnostic tests such as DAT, etc. --- Advisorship

Practical application --- Mathematics

Skill seminars --- Humanities I

Development of many styles of music and movement --- Choir & Chorus

All activities of these courses are related directly to all aspects of media and theater as work/professional fields. --- Media, Drama, and Stagecraft

Job experience and related instructions --- Career Development

Office simulation --- Business Skills Lab

### Goal 2.2a

DAT interpretation --- Advisorship

Availability of positions where a foreign language is required --- German

Job experience and related instruction --- Career Development

### Goal 2.2b

Economics units---Humanities

### Goal 2.2c

Discussion of trends of public acceptance or change in demand for goods and services---Crafts

### Goal 2.2d

DAT interpretation --- *Advisorship*

Availability of positions requiring a foreign language --- German

All aspects and all activities related to the work/professional fields --- Media, Drama, and Stagecraft

Job experience and related instruction --- Career Development

### Goal 2.3

Discussion of trends of public acceptance or change in demand for goods and services -- Crafts

Discussion of historical perspectives, social relationship and political aspects of work; lab exercises --- Unified Arts

Historical studies unit --- American Studies

Economics unit --- Humanities I

Stress is placed upon development of skills which relate to the whim and caprice of the viewing, buying, and supporting public. --- Media, Drama, Theatre

### Goal 2.4a

Points out availability of activities and location of community facilities --- Crafts

Sports taught to enable a person to enjoy leisure time, i.e., tennis, volleyball -- P.E.

Utopia Unit --- Humanities I

### Goal 2.4b

Points out availability of activities and location of community facilities --- Crafts

Decision-making opportunities (outside time for extra civic projects or supplemental class time to complete a project) --- Clothing

Variety of sports taught to enable a person to enjoy leisure time --- P.E.

Utopia unit -- Humanities I

Learning how to perform beautifully, listen with appreciation and critical understanding --- Concert Choir and Chorus

(Current Program Assessment, cont'd) Valhalla

Goal 2.5a and b

Career unit discussion --- Computer Math

Job-entry skill and related information --- Career Development

Job entry skills, and we tie programs in with ROP, Adult Education, junior college, work, etc. --- Business Skills

Goal 3.1

Private sessions of training opportunities to develop as solo performers. --- Choir

Students are continually appraised of the concepts above as a basic part of every class activity in which they engage --- Media, Drama, Stagecraft

Job experience and job related discussions ---Career Development

Office simulation unit --- Business Skills

Goal 3.2

Production of major plays which involve all aspects of work related to the final product -- Drama, Stagecraft

Job experience and related instruction --- Career Development

Office simulation --- Business Skills

# CURRENT PROGRAM ASSESSMENT
## Chaparral/Skyline High Schools

### Goal 1.1

Consider values and attitudes in personality development --- Social Living

Child growth and development ---Homemaking

Each should learn his skill --- Business Skills Lab.

Individual tutoring --- English II

Counseling, voc. test results --- Counselor

Discussions of historical events ---U.S. History

Dignity and worth is one of my biggest objectives; bit it is not directly related to occupation --- Geography

### Goal 1.2

Discussion of change as you grow --- Social Living

Pursue these goals by maintaining control in the class room, encouraging students to accept responsibility for obeying school and classroom rules.

Individual counseling re course selections

This is what learning is all about. The changes and the direction they will take depends upon knowledge and the ability to apply that knowledge to self and situations.

### Goal 1.3

Career oriented unit in child development course --- Homemaking

Individual counseling; ROP; vocational classes, career opportunities --- Counselors

Career development must be kept separate from personal development. School is a place where one develops self , where one is mainly concerned with personal growth. We are so very guilty in making school an instrument of General Motors. - Geography

### Goal 1.4

You and your program should be separate from this school or any other school. Your program and mentality is what has done so much harm to education. Students are totally out of touch with the idea of what education is. --- Geography

## Goal 1.5

Discussion of planning through establishment of goals in "You are a Consumer" course --- Homemaking

Career planning is included in every Vocational course in the Business Department -- Business Education

Individual counseling --- Counselors

Discussion --- U.S. History

Good and also separate from a secondary education --- Meeker

## Goal 2.1

No activities listed --- Typing 1 - 4; Record Keeping, Bookkeeping, Business Skills Lab.

Individual Counseling --- Counselor

Study and discussion --- U.S. Political Science

B--- S--- --- Geography

Math course applied to industrial or shop problem solving --- Math

No activity listed (Ed. Note -- " This teacher does this very well" --- English

## Goal 2.2

Individual counseling --- Counselors

Study and discussion --- U.S. (?)

Today a student cannot hope for a decent job until age of at least 23. Why the pressure? Why not have this program after 18? --- Geography

## Goal 2.3

Consumer unit --- Homemaking

Individual counseling --- Counselors

Goal 2.4

Skills learned in sewing and decorative arts --- Homemaking

Individual counseling --- Counselors

Goal 3.1

Discuss idea that a person's career has a large influence on his happiness --- Social Living

Stress that homemaking is a productive, edifying, laudible career --- Homemaking

Discussed in all classes --- Business Skills

Goal 3.2

Any level; these goals good student as a worker apply equally well to a student as a student --- any course

Goal 3.3

No activity listed --- Business Skills Lab

# CHAPTER X

## STRATEGIES AND PROCEDURAL GUIDE

After the goals and objectives for each school were revised based on recommendations of panelists, the resources of each school had been determined, counselor competencies had been assessed, and the degree to which current programs are addressing the goals and objectives had been summarized, it was time to develop strategies for implementation of the Master Plan for Career Guidance and Counseling. With a team of colleagues, the consultant developed several possible strategies for each objective. These strategies were brief suggestions of ways to approach instruction of students in order to achieve the objectives. The strategies presented in this chapter are those related to the District objectives. All of these District objectives have been adopted by one or more of the schools; each school that adopted one of these objectives had the same strategies suggested unless their resources would not support these strategies. However, each school that had developed modifications of these objectives or that had suggested different objectives from these, was provided with a set of strategies for each of their unique objectives as well as for those which were taken from the District plan. The following pages list the suggested strategies for the District objectives only.

The strategies were presented to the vocational counselors for review and modification before being sent on to the schools for distribution to other counselors and administrators. Vocational counselors were asked to summarize responses from their groups, and modifications were made based on these summaries.

In order to show what an expanded strategy would look like after a school had determined which strategy to use, a series of expanded strategies was developed. These appear in the pages following the regular strategies.

## Suggested Strategies

Component 1- Career Planning and Decision Making

Goal 1.1 The student will realize, and will utilize in his/her own career planning, the fact that individuals differ in their interests, aptitudes, abilities, values, and attitudes.

Subgoal 1.1a That the student recognize that his/her personal characteristics and qualifications will affect his/her job success.

### OBJECTIVES

Level*

1. The student will identify his/her personal characteristics and qualifications (abilities, interests, skills or talents, physical assets and liabilities, and career goals if formulated)

Individual counseling conference- go over cum folder

Tutor corp- parents/ teachers/ interns- individual conference or group guidance approach

Unit in Career Center- record in career planning folder

Group guidance using devised form for entry

2. The student will describe the match between his/her school courses and his/her personal characteristics and qualifications.

Orientation meeting for course planning followed by individual counseling appointment

Prepare videotape session with accompanying worksheets for use in classroom

Group/individual counseling session comparing present courses with self characteristics

Counselor check each one

Group guidance unit in Career Guidance Center

Have teacher go over course requirements in class

Simulation

Subgoal 1.1a

Level

## OBJECTIVES (con't)

3. The student will describe how his/her tentative occupational choice fits his/her personal interests, abilities and values. (If s/he has no tentative occupational choice, s/he will perform this exercise with an occupation that is compatible with his/her abilites, interests and values.)

   -Write a paragraph as an assignment in a class (Eng./ Soc. Sci.)

   -Learning activity packet, part of a prepared unit

   -Evening conference with parent(s) and student

   -Individual/group planning conference by counselor/teacher

   -Group guidance unit by counselor

   -Oral presentation in class

4. The student will develop a training and occupational plan that utilizes his/her awareness of the relationship between his/her personal interests, abilities and values and his/her tentative career goal and show how these characteristics might affect his/her success on the job.

   -Planning individual/group conferences in counselor office/career center/classroom

   -Student will complete an educational/occupational plan as part of a series of LAPs

   -A requirement for completion of a unit in a classroom setting

   -Evening individual/group conference with student/parent

Subgoal 1.1b That the student develop an appreciation of individual difference in others

## OBJECTIVES

1. The student will identify persons who are alike in some characteristics but differ in others.

   -Value clarification exercise (Simon Values Clarification)

   -Group guidance unit on non-verbal observation

   -Group counseling

   -Unit on 'Who Am I' (Guidance Associates)

   -Part of a unit in classroom taught by teachers (counselors)

   -DECIDING and OUTCOMES discussion

1. (con't.)

   -Techniques for self-awareness Annual Handbook for Group Facilitators

   -View filmstrip in Career Center or class and discuss (Your Personality: The You Others Know--Guidance Associates)

2. The student will explain ways in which social/cultural differences contribute to society.

   -Unit on contributions ( ESEA III- Hemet Unified School District)

   -View films on Careers (Doubleday) and discuss

   -Field trips with prepared outline

   -Guest speakers

   -View and discuss filmstrips

3. The student will explain the effect attitude and values have on a person's activities, situations and decisions.

   -DECIDING unit

   -Work Values exercises ( Simon, DaJstra, ...)

   -Phillips '66' group using the topic

   -'Value' filmstrip (GA) + discussion

   - Life Career game

4. The student will specify ways in which his/her own life would be negatively affected if individuals did not differ, and will explain how his/her own unique personal characteristics can contribute to his/her own life satisfaction and to society.

   -Can by part of LAPs approach

   -Classroom unit in Career Awareness unit or in Psychology unit

   -Group counseling

   -Group guidance topic

Subgoal 1.1c That the student identify a variety of occupations in which s/he could be successful.

## OBJECTIVES

1. The student will list things s/he does well and will identify occupations in which each of these abilities would be useful.

   -LAP's approach

   -SRA Occupational Exploration Kit in Career Center or classroom

   -List on career planning folder

   -Individual/group counseling session

   -Have series of speakers- list occ/own abilites after words

   -Show films on careers and have list after viewing

2. The student will identify jobs that are generally thought of as lacking in dignity and worth, will explain why these jobs are so perceived, and will specifiy conditions of work and worker that could bring dignity and worth to these jobs.

   -Using Phillips 66 group process method--use "Jobs Without Dignity" as topic

   -Have HRD representative speak on those occ. of low deemed dignity and worth

   -Show film "Eye of the Beholder"- relate to worth/dignity of work

   -Topic discussions for classroom teacher/group guidance
     'Worth is ?'
     'Dignity is ?'
     'What jobs do not have dignity ? worth?

   -Field visits to locations/workers in these occupations and interview-collect data and report

   -Using the Career Center search out in DOT/OOH jobs

3. The student will identify three jobs for which his/her characteristics would qualify him/her (one job that is generally considered to be highly desirable, one that does not attract much attention, and one that is generally thought of as lacking in dignity) and will describe how s/he might achieve a balance of dignity and worth in each of these jobs.

   -Using OEK in Career Center or classroom follow by presentation of his answers to w/d 1-2-3

   -Preparation for career day activities
     Have students then visit those of high worth, medium worth, low worth.

### OBJECTIVES

4. The student will list jobs that are compatible with his/her personal characteristics and qualifications and indicate the degree of success and satisfaction s/he could expect to achieve in each.

   -Assign students to use the DOT and/or OOH to identify a job family that interests him, and have him check his personal characteristics and qualifications against jobs in that family.

   -Show Doubleday Multimedia films, "Careers in the 70's."

   -Have students visit and interview workers in at least three jobs for which they have the needed personal characteristics and qualifications.

Goal 1.2 The student will realize, and will utilize in his/her own career planning, the fact that understanding, acceptance, and development of self is a life-long process and is constantly changed and influenced by life experiences.

Subgoal 1.2a That the student learn that personal characteristics are subject to change; that some change is caused by life experiences; and that some change can result from his/her own efforts.

### OBJECTIVES

1. The student will identify his/her personal characteristics that are subject to change (physicial characteristics, interests, attitudes, skills, values, etc.)

   -Group guidance using a structure discussion guide on change

   -Using the Career Center resources, ask each student to list his now characteristics and then to discuss changes they have experienced

   -Begin a unit on change by letting each student go over his cum folder

   -Using Hoppock's interviewing form, have former students come back and present/react to class

   -Have senior students present via a panel to underclassmen

   -Show appropriate GA filmstrips culminating in requiring a list from each student

   -Do Life Career worksheet on self

   -Group process using Jacobson's "Career Theories" slides and worksheets

2. The student will identify personal characteristics that were changed by life experiences, and will explain how the changes took place.

   -Using Value Clarification strategies, students will identify key experiences and changes in thought/action they produced

   -Study war heroes, prisoners, ...?

   -Group counseling/guidance using the catalyst of critical incidents

   -Do and critique an autobiography

   -Studying key persons identified by Maslow as Self-actualized

3. The student will identify personal characteristics that have been changed by his/her own efforts, and describe what motivated his/her desire to change and how the change was effected.

   -Autobiography

   -Show filmstrip "Personality" and discuss

   -Discussion on self behavior modification techniques

   -Discussion on motivation

4a. The student will identify his/her area of highest interest and his/her area of lowest interest and describe at least one incident of success that helped develop the high interest and one incident of failure that contributed to the low interest.

   -Group guidance/group counseling on self-reinforcement

   -Using the shield activity in DECIDING and/or Group facilitators have students list or report motivators/reinforcers

   -Using tutor -peer counseling corp in groups, discuss highest intersts/low interests and why

4B. The student will define a plan for improving in those areas needed for success in his/her tentative job choice, but in which s/he has experienced fialure.

   -Individual counseling session- student will identify area of improvement desired, name the reinforcer and will complete a plan targeted to change behavior

   -Using peer counselors, counselor will facilitate the making of a plan and will approve same in large group setting

   -Parent conference involving student

Subgoal 1.2b That the student understand that the way s/he feels about him/herself will determine how s/he reacts to his/her environment and how s/he influences it.

Level OBJECTIVES

1. The student will explain how his/her feelings about him/herself affected his/her reactions to a specific situation or event.

   Using Ruckers Value Continuum, teacher will lead discussion on feelings; what they are and how they occur.

   Using simulation techniques, students can act out a skit, the rest can react to it.

   Using SRA posters, students will discuss/write about feelings of/on situations.

   Using Upton's Creative Analysis Classification of Emotional State, class will define feelings and situations which will elicit them.

2. The student will explain how a specific situation or event was affected by his/her feelings about him/herself.

   In a group counseling situation, using Human Potential (Herbert Otto) catalyst.

   In a summer school guidance class.

   Individual counseling session.

   Writing a theme for English/Social Science.

3. The student will explain how his feelings about him/herself might affect his/her success and satisfaction in the occupation of his/her tentative choice.

   Individual/group counseling for self exteem.

   Work experience/work exploration followed by discussion.

   Society and Mankind series of filmstrips.

   Filmstrip/discussion.

4. The student will develop a plan for improving feelings about him/herself that might otherwise negatively affect his/her success and satisfaction in the occupation of his/her tentative choice.

   Individual/group conference, a results agreement with counselor (refer to Therapeutic Techniques).

   Evening/day conference with parents/student.

   Let students act as peer counselors - to teach to JHS or 9th grades.

Goal 1.3 The student will realize, and will utilize in his/her own career planning, the fact that environment and individual potential interact to influence career development.

Subgoal 1.3a That the student learn that career development is a lifelong process and that many choices must be made.

Level OBJECTIVES

1. The student will explain choices s/he made at different times in his/her life that either opened or closed career options for him/her.

   Deciding/decision and outcomes.

   Interview parent(s)/others and apply to self-study.

   Do a fault tree analysis of self and/or a worker.

   Filmstrip on Deciding - discuss and list/explain.

2. The student will identify situations or conditions which require working adults to make choices which change the direction of their careers.

   Other teacher presentations.

   Guest speaker.

   Interview worker.

   Life career games.

   View movie - then talk about it.

   Simulations - Jerry Cowdrey (Te Winkle School, Newport-Mesa USD).

3. The Student will identify previous tentative career choices which s/he has since abandoned, will state the approximate age at which s/he made each choice, and will describe his/her level of maturity at each of these ages (how s/he felt about him/herself, what was important to him/her, how s/he felt about work, etc. ).

   Use Tom Jacobson's slide presentation on Career Theories with accompanying materials.

   Small group discussion using video-tape playback.

   Using audio-tape recorder - records for small group presentation his former career choices (counselor/teacher will prepare).

   Autobiography on feelings/maturity about work.

4. The student will list identifiable career development stages, the approximate ages at which they generally occur, place him/herself on the continuum, and design a plan for successfully managing his/her next career development stage.

4.

Jacobson's slides

Use an appropriate learning activity packet. (E. Fillmore-Huntington Beach H.S., P. Cook-Cerritos Community College)

Classroom instruction by counselor/career specialist/teacher using appropriate reprints from Jacobsen's materials

Holland's Self-Directed Search

Subgoal 1.3b That the student use information about him/herself and about his/her environment in planning his/her own career.

OBJECTIVES

1. The student will list personal characteristics and environmental conditions that might limit career options.

Go through unit on physical demands and working conditions (Western Appalachia Regional Lab, Charleston, W.VA.)

Parent/individual conference

Small group guidance in career center

Work experience LAPs (Riverside County Department of Education)

Using a personal characteristic profile handout-counselor/teacher will have student identify careers that do not match environment constaints

2. The student will analyze his/her school and community work environments and show at least three ways in which the environment might affect his/her own career plans.

Classroom unit on environment

Speakers from Chamber of Commerce, EDD, etc.

Do a written report for English/Social Science/state requirements or Social Science class in guidance

Filmstrip on working environment - discussion

3. The student will evaluate his/her social class role, sex, ethnicity and other factors that may affect his/her career choice, will specify which of these factors is reversible and which is irreversible, and will indicate the effects the irreversible factors may have on his/her tentative career choice.

3\.

Unit on the Sociology of work - social studies

Guest speaker from EDD - with a ready/self-profile, will identify careers each qualifies for

will profile self and will identify irreversible factors and will list occupations they do not qualify for

Class will complete a census tract analysis of school boundaries and will select 5 occupations that match their profile

4. The student will use information about him/herself and his/her environment in designing a plan for training for and entering the occupation of his/her tentative choice.

Assignments

Complete appropriate sections in career folder

In classrooms

Parent conference

Group/individual conference

Subgoal 1.3c That the student learn to make effective use of all resources available to him/her.

## OBJECTIVES

1. The student will identify local resources (people, organizations, businesses, materials) which might help him/her as s/he develops and implements career plans, and indicate how s/he might use some of these as s/he moves through job selection, training and placement.

Brainstorm local resources

Get information from Chamber of Commerce, Exchange, etc.

Students create job service

Visit EDD

Interview work experience person

2. The student will explain the effect the nature and availability of resources may have on his/her career plans.

Small group discussion using LTD

Work Experience LAP

Construct LAP - or unit to be completed in career center

Summer school guidance class

3. The student will identify school resources which have helped him/her learn about occupations and will state what s/he learned from each of these resources.

Will go thru handbook and make list

Will identify those from a list put together by counselors that have been a resource and state/list ways they were of help

Will have drama class put on skit in each 10th grade class (skits will be on school resources)

Will visit each resource and list how each can help

4. The student will identify community resources which have helped him/her learn about occupations and will state what s/he learned from each of these resources.

Field trip

Will write essay

Will prepare skit in class to put on for lower classes

Will complete that section of career planning folder

Brainstorm - assignment in class (Phillips 66 method)

Goal 1.4 The student will realize, and will utilize in her/his own career planning, the fact that individuals must be adaptable in a changing society.

Subgoal 1.4a That the student recognize that employment trends, work roles, and job mobility are constantly changing.

OBJECTIVES

1. The student will identify occupations, previously common, which are no longer in existence and explain why.

Interview career technician in career center

Panel of parents-students-business men

Phillips 66 - task

Speaker from EDD

2. The student will identify occupations for which the work roles have changed and explain why.

Will research and put on skit in guidance class or English/Social Science

Panel of local business/union personnel

Panel of persons over 65 years old

Assignment - to present orally or written

Interview parent on tape - play for small group

3. The student will analyze and explain the role worker mobility plays in occupational opportunities and in job stability.

   Panel of parents to talk and answer questions

   Will interview EDD personnel

   Will read newspaper ads and report locations of work

   Will use OOH/View to locate work potential

   Will view career film on construction and discuss worker mobility

4. The student will explain how employment trends, work roles and job mobility may affect his/her tentative occupational choice, and how/s/he could accommodate to expected changes.

   Research occupation in OOH - unions - professions

   Will change roles (simulate) with a local worker

   Will take a field trip to local employment office to get information

   Will report - using his tentative occupational choice - on trends, work roles and mobility

Subgoal 1.4b That the student recognize the influence of occupational supply and demand on job opportunities and job stability.

1. The student will state the current supply and demand status of an occupation for which there is little need and will list specific reasons why it would be appropriate for someone to choose this occupation.

   Call a person from a list prepared by guidance department

   Visit Chamber of Commerce or other simular organization and interview

   Read/view - VIEW/OOH in career center

   Interview a worker

2. The student will identify occupations for which the supply exceeds the demand in one location but the demand exceeds the supply in another location, and explain these differences in supply and demand.

   Get career technician, career counselor, or former students to present

2. (Cont'd.)

Field trip to county Department of Bureau of Statistics

Students put in groups of 3 and make slide/audio presentation

Panel of elderly persons from list compiled by guidance personnel

Split class in half- ½do 1.4b 1, and ½ do 1.4b 2 using one of the strategies in 1.4b 1

3. The student will analyze job trends in the occupation of his/her tentative choice and will describe the probable supply and demand status of that occupation at various periods of his/her work life.

Created LAP to meet criteria in Career Center

Visit a worker on site or have worker answer questions via personal conference/ telephone/ audiotape

Write letter to appropriate organization

Will read VIEW or related materials (SRA, Chronicle, etc.) and prepare report

Create a panel of related workers

4. The student will design a plan he/she might use if his/her tentative occupational choice should no longer be in demand. The plan should include the possibility of_remaining in that occupation as well as the possibility of changing occupations.

Record on generated career plan folder

Individual conference recorded on counselor file card

Send to Career Center during last semester of Jr. year to complete

Bring every junior in small groups to Career Center to finish second semester

Complete and validate in evening conference with parent/student

Subgoal 1.4c That the student recognize that his/her attitudes will affect his/her job opportunities and job stability

OBJECTIVES

1. The student will examine his/her own attitudes and values about worker mobility (job-to job, occupation to occupation, community to community) and describe whether these attitudes and values are consistent with the probable mobility of his/her tentative occupational choice.

Interview employer and videotape/ audiotape

Will take work value assessment and meet with counselor indiv/group to discuss

1.

Use values in DECIDING or Life Career games

View film on attitudes, values and discuss

Group counseling/guidance with theme of values

2. The student will describe attitudes that would help a worker get a job in a tight job market.

Interview a retired worker, collect data, present

Get former employed students to put on panel or to demonstrate or both

Slide/audio presentation with employer

Practice job interviews on videotape

3. The student will list coping strategies which might be used by an unemployed worker to re-enter the work force.

Will complete a LAP on planning skills in Career Center or group guidance unit on planning

Interview on campus or off-campus with a welfare worker or person(s) from EDD

Teacher will teach through discussion on strategies from a list prepared by guidance personnel

Group guidance activity on coping skills

4. The student will research his/her own tentative occupational choice and will describe his/her attitude about the probability of his/her having to change from one employer to another, from entry occupation to another occupation, and from one community to another.

Will get data from interviewing worker in field

Will write or call representative organization for data

Will use OOH/ VIEW/ and etc. reporting on mobility

Career Center activity packets in unit in Eng/SS/ Guidance

Goal 1.5 The student will realize and will utilize the fact that career planning is a privilege and responsibility of the individual.

Subgoal 1.5a That the student recognize his/her responsibility for his/her educational choices and occupational choices.

OBJECTIVES

1. The student will explain how choosing to participate in available out-of-school or extra curricular activities could contribute to his/her progress toward an occupational goal.

   Presentation by________ that extracurricular activities contributes to well-rounded employees

   Speakers

   Roleplaying

   View GA filmstrip High School Course Selection and discuss

   Skit by drama club

2. The student will select an occupational field in which he/she is interested, and will make a tentative plan for the next three years including courses, extra curricular activities and work experiences which will help prepare him/her for entry into that field.

   Using SRA-OEK, schedule individual/group guidance session with counselor

   Student will take interest inventory, select occupation that matches using Career Selection by Chronicle Guidance

   Teacher will assist and advise in Career Center

   With student characteristic data, meet with parents and students in Career Center in evening

3. The student will analyze his/her commitment to current course choices and will explain how his/her commitment to each course will affect future course choices and/or occupational choices.

4. The student will complete plans for training and entry into the occupation of his/her choice, including training costs (time, money other) and possible sources of entry jobs.

Subgoal 1.5b That the student learn one or more career decision making processes and establish short and long-term career plans using one or more of these processes.

OBJECTIVES

1. The student will describe the steps in a problem solving approach to decision making.

   DECIDING/ Decision & outcomes

   GA Filmstrip High School Course Selection and Your Career and discussion

   Life Career Games

   Use of systems in planning (Harriet Salts, Director, ESEA III Project FAR)

   DECISION (San Diego County Dept. of Ed., simulation)

2. The student will choose a decision making process and will apply this process in choosing electives for the next year.

   Student will list steps in decision-making and fill in producing an electives selection for next school year

   Use appropriate sheets in Life Career Games

   Prepare a slide/overhead visual for class in problem-solving

   Tape record an interview with worker on how the worker decided to do what he is doing- list the steps and apply to choosing electives

   Guidance department construct/validate decision process for program planning

3. The student will identify personal or environmental characteristics that might interfere with his/her entry into the occupation of his/her tentative choice and will outline steps to a decision making process that would help solve the problem.

   Using Phillips 66 group method student will define constraints student will define constraints and list methods to resolve problem areas.

   Using tutor corp (parents and/or students) have tutor to facilitate

   Select appropriate valuing exercise from Facilitator Group Handbook- University Associates

   Have teacher teach unit in planning using materials from ESEA III project, H. Salts, Hemet USD

4. The student will apply the decision-making process of his/her choice in devising a plan for training and entry into the occupation of his/her tentative choice.

   -Individual/group conference in Career Center
   -Career Games (Educational Progress Corp.), Tulsa
   -Complete Work Experience book (Riverside County)
   -Complete high school course planning card

Component 2 - Education, Work and Leisure Alternatives

Goal 2.1 The student will realize, and will utilize in his/her own career planning, the fact that knowledge and skills in different subjects relate to performance in different work roles

Subgoal 2.1a That the student recognize the relation between school courses, and various occupations, and realize that learning is a necessary part of career planning, particulary as it relates to tentative career interests.

## OBJECTIVES

1. The student will name every subject available in the school which would help him/her develop skills necessary in specific occupations which she/he chooses to explore.

- -Use of Student Handbook
- -Homeroom Guidance Unit (see J. Cowdrey)
- -Interview upperclassmen
- -Use skit (put on video-tape) of other classpersons
- -Provide students with course descriptions of all subjects
- - Provide opportunities for students to visit classes while in session; e.g., each week have one department hold open-house with classes in session with several students; invite other students to visit the classes and experience how it feels to be in that class.
- -Have each teacher nominate two students to represent content of each class; post names of student representatives and provide opportunities for other students to interview them.

2. The student will present a report explaining the effects of his/her own academic successes and failures on his/her career planning/

- -Classroom writing assignment
- -Provide case studies
- -Have students check newspapers, bibliographies, and/or autobiograhies for identification of persons whose career plans were affected by academic successes or failures
- -Have students interview family and friends
- -A written assignment in Eng/SS/PE unit
- -Discussion in Career exploration class
- -Oral report in class

3. The student will prepare an inventory of his/her own competencies and identify the school subject in which each was learned, improved, or maintained.

- -Provide a list of competencies needed by all workers, and one of competencies needed in the occupation of the student's choice, and have him/her check those s/he possesses
- -Have students analyze each subject pursued in junior high and high school
- -Peer assessment, followed by identification of relevant subjects
- -Group assessment
- -Brainstorming with the class.

- -Complete appropriate materials in Project Cope (P. Cook)
- -Part of Guidance Unit
- -Add page to student handbook to be filled in before enrolling
- -A requirement before pre-registration

4. The student will enroll in at least one elective course and pursue at least one extra-curricular or out-of-school activity in which competencies related to his/her tentative occupational choice can be learned

- -Enrollment
- -Provide a manual or charts showing each elective course, each extra-curricular activity, and most common out-of-school activity and indicating related occupations
- -Prepare a form for pre-registration which requires the student to identify tentative occupation, competencies needed, and relationship of his course and extra-curricular choices to those competencies

Goal 2.2 The student will realize, and will utilize in his/her own career planning, the fact that there is a wide variety of occupations which may be classified in several ways.

Subgoal 2.2a That the student understand job classification systems and realize that these systems give direction for job choice, job mobility , and job advancement.

### OBJECTIVE

1. The student will define the terms: job levels, job families, job clusters and career ladders.

View filmstrip and/or talk with career technician

Unit on career exploration

Poster display in class

Assignment to completion in career center after orientation to center

2. The student will utilize one or more classification system(s) in selecting a tentative occupational choice.

Selecting occupation thru reading material searches

Selecting occupation thru Occupational Finder

Select Occupation thru DOT

Select occupation thru OEK

3. The student will specify the level and cluster of his/her tentative occupational choice, and explain how these and other classification systems could give him/her direction for job choice, job mobility and job advancement.

Do on constructed form and/or Work Experience Module and/or career- decision making program module

Part of an assignment completed in Career Center

4. The student will prepare a plan for training, entry, and upward mobility which utlizes knowledge of classificiation systems, including career ladders.

Class completion requirement in English/ Social Studies/ P.E./ Guidance Center

Prepare a small handbook for students to be completed that contains plans.

Subgoal 2.2b That the student recognize how classification systems can help him/her find a number of occupations in which he/she could be successful.

OBJECTIVES

1. The student will identify common requirements across several jobs within a job cluster that is compatible with his/her interests

   - Assign students to DOT or OOH

   - Use Job-O or SRA Career Exploration Kit

   - Interview workers

   - Class discussion

2. The student will list jobs at the unskilled, semi-skilled, skilled and professional levels within a single job cluster in which s/he has some interest, and will identify what the jobs have in common.

   - Assign students to DOT, OOH, or any group of occupational briefs

   - Interview personnel manager of major business or industry related to the area of his/her interest

   - Field trips to major businesses or industries related to occupational interest

3. The student will identify occupations in several job clusters in which s/he might be interested, and for which s/he possesses some of the necessary characteristics, and explain which additional characteristics s/he would need to acquire to succeed in each

   - Prepare chart of personal characteristics and qualifications; peruse DOT, OOH or occupational to identify at least 2 job clusters in which some jobs are compatible with these characteristics.

   - Have each student prepare a unit on an occupation that interests him/her, including necessary qualifications. Duplicate one set of all units for each student and have each identify all the occupations within that group for which he has the necessary characteristics.

4. The student will specify training requirements, job duties and responsibilities, work conditions, monetary and non-monetary benefits, and job market statistics associated with each of three occupations in which s/he is interested within a single job cluster

   - Assign student to assess this information through a computer terminal.

-Assign to DOT, OOH or occupational briefs.

-Interview counselor at local EDD.

-Interview personnel manager(s).

-Secure job analyses from EDD and/or local business and industry.

Goal 2.3 The student will realize, and will utilize in his/her own career planning, the fact that societal expectations affect the nature and structure of work.

Subgoal 2.3a That the student understand how the nature and structure of available work are influenced by societal needs.

OBJECTIVES

1. The student will list common occupations and specify which of society's purposes is served by each.

   -Filmstrip-- The Changing Work Ethic and discuss

   -Go into community and interview/observe 10 workers and oral/written report

   -Discuss from a prepared list used as discussion- roleplaying

   -Panel of speakers representing a cross section on career ladder

Subgoal 2.3a (con'd.)

2. The student will identify occupations that have been changed because of technological advances and will explain how these occupations were affected by societal needs.

   - Panel and/or speaker(s) of local businessmen

   - Have as a work experience requirement

   - Noontime program by Youth employment specialist

   - Interview 4 teachers on campus

   - A person from EDD or Bureau of Labor Statistics

3. The student will prepare a report indicating how society influenced the nature and structure of the occupation of his/her tentative choice, what societal purposes it satisfies, and how his/her pursuit of that occupation will contribute to society's way of life.

   - Class assignment in a Career Guidance unit followed by an oral report or critique of written report

   - Using a tutor corp and/or peer counseling corp, have helper assist in completion of project.

   - Assign students to teach to middle school class cross-age tutors

   - Completed prior to senior year registration and/or graduation

   - Complete Career Planning folder

4. The student will list predicted changes in societal needs and will state how these changes might affect the occupation of his/her choice and will indicate what strategies s/he would employ to keep pace with the change.

- Research chosen occupation(s) in OOH

- All juniors will be programmed to complete a unit in the Career Center

- Have Career Guidance committee provide program including union representations, industry, etc.

- Will visit a local college/university and interview students in economics

- List after a panel presentation of local college/university students

Subgoal 2.3b That the student recognize that economic and political forces cause changes in employment opportunities.

OBJECTIVES

1. The student will identify economic and political forces that affect the job market and will describe the nature and consequences of their impact.

-After reading about and discussing today's stock market, students will participate in a discussion

-In an orientation to Career Center the career tech/career counselor will discuss

-Using an audio tape recorder, interview retired workers

-Using LTD (Learning Through Discussion), how would you survive in a depression?

2. The student will identify economic or political constraints that are the result of apathy or negligence on the part of citizens, and will describe action that would be needed to remove such constraints.

-Using critical incidents, the group will dramatize an incident and discuss

-Use selected Value Clarification exercises

-Using Phillips 66 methods, have groups discuss politicians, money

-Do a newspaper critique including and/or Wall Street Journal

-Presentations by representative from D.A./Sheriff/police

-Using videotape techniques(Ivey), will tape incidents on school grounds that exemplify

3. The student will describe a recent change in employment opportunities and will explain the relationship of this change to economic and/or political forces.

-Ask students to present a slide presentation to class

-Have students 'shadow' parent(s) at work and report to class

-Have students go apply for work at selected locations

-Using students, have them prepare materials and present to junior high school or lower classmen

Goal 2.3, Subgoal 2.3b (continued)

4. The student will identify an economic or political force that may constrain him/her in his/her pursuit of his/her chosen occupation, and will explain how s/he might reduce that constraint.

-Small group discussion in Career Center with counselor, counselor tech., teacher

-Using problem-solving strategies will produce a plan

-Include space in career folder

-Small group discussion in guidance unit in classroom/ career center

Goal 2.4 The student will realize, and will utilize in his/her own career planning, the fact that there is a relationship between the commitment to education and work and the availability and utilization of leisure time.

Subgoal 2.4a That the student understand that his/her occupation will affect the amount of time s/he has available for leisure as well as the kinds of leisure activities s/he may pursue.

OBJECTIVES

1. The student will list leisure activities s/he would enjoy and estimate the amount of leisure time s/he would need to pursue them

   -Peruse magazines which feature leisure activities

   -Class discussion

   -Interview family, friends, neighbors

   -Have each student pursue one leisure activity in depth; share reports with class

2. The student will distinguish between occupations that afford a person a minimum of leisure time and those that afford a maximum of leisure time

   -Interview workers in various fields

   -Study occupational briefs

   -Study stories about persons who have achieved recognition in various leisure activities and determine how much time was involved in becoming proficient enough to warrant recognition

3. The student will match occupations with leisure activities that would be incompatible with the occupation and with those that would be facilitated by the occupation

   -List occupations and leisure activities. Match on basis of class discussion

   -Study in depth three occupations that interest the student. Interview individuals engaged in those occupations

   -Watch newspapers for stories of persons whose work and leisure activities are in conflict

4. The student will describe the nature of his/her tentative occupational choice, will estimate the amount of leisure time s/he will have available, and will list some leisure time

activities that would be difficult to pursue and some that would be readily available.

-Interview workers in that occupation

-Study job analyses from EDD and from local business/ industry

-Class discussion

Subgoal 2.4b That the student recognize that leisure activities may serve a variety of functions: rest and/ or recreation, personal development, career development, vocational interests and societal needs.

OBJECTIVES

1. The student will match a list of leisure activities with the functions they serve (rest and/or recteation, personal development, career development, vocational interests, societal needs.)

    -Visit travel agency and local department of Parks and Recreation

    -Peruse magazines which feature leisure activites.

    -Visit newspaper morgue and look for advertisements of leisure activities.

    -Make a scrapbook of pictures of persons engaged in various leisure activities.

    -Read books and magazine articles about leisure activities.

    -Interview family, friends, neighbors.

2. The student will list leisure activities s/he hopes to pursue as an adult, and explain the function(s) s/he feels each will serve

    - Analyze newspaper articles and pictures for one month

    -Prepare a list of leisure activities pursued in last 4 years, with purpose served by each.

    -Interview adults.

    -Class discussion.

3. The student will, for each function leisure activities may serve, choose one leisure activity which s/he might like to pursue

    -Furnish students with lists from which to choose

    -Show films on sports, travel, volunteer work, etc.

    -Interview adults.

    -Class discussion.

    -Cooperate with peer in preparation of list.

    -Have each student prepare possible list; combine.

4. The student will design a plan for use of the leisure time and opportunities afforded by the occupation of his/her tentative choice, indicating leisure activities to be pursued, typical schedules, and functions s/he expects these activities to serve

    -Interview someone currently employed in tentative occupational choice

    -Class discussion

    -Check appropriate magazines

    -Individual counseling

Goal 2.5 The student will realize, and will utilize in his/her own career planning, the fact that there are many training routes to job entry

Subgoal 2.5a That the student learn about a variety of training routes available for his/her possible occupational choices

OBJECTIVES

1. The student will select an occupation from each level of the job cluster in which s/he is interested (unskilled, semi-skilled, skilled, professional), and identify two acceptable training routes for each

   -Refer to DOT, OOH, occupational briefs

   -Check with local EDD

   -Individual counseling

   -Check with personnel manager of local business/industry employing persons in that profession

   -Compile directory of training institutions in the County, both public and private, including majors and skill development courses

2. The student will choose a source of training information, find all possible training routes for the occupation of his/her tentative choice, and report on differences in entrance requirements which might affect his/her choice of school subjects

   -Peruse directory developed in 2.5a 1

   -Study catalogues, brochures, and announcements in Career Center

   -Check with local EDD

   -Check telephone directory, and school bureau of local newspaper

3. The student will, for a specific occupational area, list training routes s/he has identified in the community and will compare time involvements, costs, locations and other specifics for each

   -Secure brochures from appropriate institutions

   -Use Career center

   -Visit the training institutions

4. The student will discuss the relative advantages and disadvantages of the training routes available for the occupation of his/her

tentative choice, choose a training route, and justify the choice in terms of his/her values, interests, abilities, finances, etc.

-Use information gathered in 2.5a 3 to make comparisons

-Family discussion

-Class discussion

-Use of Career Center materials

## Component 3 - Life Styles and Personal Satisfactions

Goal 3.1 The student will realize, and will utilize in his/her own career planning, the fact that work means different things to different people.

Subgoal 3.1a That the student learn that occupations and life styles are interrelated.

### OBJECTIVES

1. The student will analyze his/her own life style and will explain what his/her life style communicates to others about his/her interests, attitudes and values.

   -Value clarification exercises

   -View filmstrip "Careers and Life Styles" and discuss own

   -View filmstrip "Your Personality: The You Others Know"

   -Autobiography

   -Group counseling (developmentally oriented) or Human Potential exercises

2. The student will describe the life style that will furnish an outlet for his/her abilities, interests, attitudes and values.

   -Do a written desired life style biography

   -Using catalyst' desired life style' in Human Potential group

   -Role play using video play back

   -Individual counseling conference

3. The student will describe the probable relationship between his/her tentative occupational choice and his/her preferred life style, indicating how each influences the other.

   -One to one teacher/student conference

   -Parent conference

   -Written assignment

   -Video-taping session

   -Counselor-teacher conference

4. The student will design a plan for bringing occupation and life style into harmony, and for expressing his/her abilities, interests, attitudes and values through work and/or leisure activities.

   -Logged in Career Planning folder

   -Will complete during parent conference

Subgoal 3.1a (con't.)

-In Senior Social Studies

-Will complete prior to course registration

Subgoal 3.1b That the student learn that there is a wide range in the degrees and kinds of satisfaction that are derived from work, including monetary and non-monetary rewards.

OBJECTIVES

1. The student will compare the advantages and disadvantages of three occupations from the job cluster of his/her interest, in terms of his/her own interests and values.

    -Verbal report in Guidance Unit

    -GA filmstrip "What you should know before you go to work"

    -Work Experience learning activity packet

    -Career activity packet in Career Center

2. The student will compare the degree and kinds of satisfaction s/he would expect if working for him/herself, working for another individual, working for a large organization, working for the government.

    -Research acitvity in Career Center

    -Panel of parent or teachers

    -Panels of speakers representing each

    -Field visits

3. The student will identify the areas in which his/her tentative occupational choice will not provide satisfaction, and will suggest ways in which this satisfaction may be gained through other activities.

    -Will complete problem-solving process paper with parents during evening conferences

    -Will do academic research in center - completing assignment

4. The student will define human capital, and will describe the monetary and non-monetary rewards s/he anticipates in the occupation of his/her tentative choice.

    -Culminate numbers 1-3

    -Written assignment in Career Planning Unit

    -List in Career Planning folder

    -Small group discussion "Career Seminar's Planning"

Subgoal 3.1c That the student understand how individuals' purposes and needs can be met through their occupation.

Subgoal 3.1c (con't.)

## OBJECTIVES

1. The student will list five reasons why people work.

   -In Guidance Unit

   -Will view GA filmstrip "Career Values: What Really Matters To You"

   -View GA filmstrip "Job Attitudes" and discuss

2. The student will choose three occupations from the job cluster of his/her interest and will explain the extent to which each could serve his/her own purposes and needs.

   -Assignment in Career Center

   -View film "Career of The 70's" and do

   -During Parent Conference

3. The student will design a plan for increasing the degree to which his/her purposes and needs can be served through his/her work.

   -Record on Career Planning folder

   -Encompassed in Decisions and Outcomes

   -Unit on Career Planning

Goal 3.2 The student will realize, and will utilize in his/her own career planning, the fact that job satisfaction is dependent on harmonious relationships between worker and work environment.

Subgoal 3.2a That the student understand the importance of choosing an occupation that is consistent with his/her own interests and values.

## OBJECTIVES

1. The student will describe a situation in which conflict between the workers' characteristics (interests and values) and the work environment could affect job satisfaction.

   -Job analysis

   -Field visit - interview worker/parent

   -Do JOB SAMPLES and discuss

   -Role play

2. The student will identify those abilities, interests, attitudes and values that are important to him/her and for which s/he will seek outlets in his/her occupation.

-Deciding/Decisions and Outcomes

-Create a "charade" set and let each student act out his occupation in small group

-Work Experience evaluation

-OEK

3. The student will list his/her personal characteristics and describe the components of work environment that would be important in terms of these characteristics.

   -Go through simulated/actual job searches/visits

   -Complete that section of Career Planning folder

   -Refer to DOT section on working conditions

4. The student will analyze his/her own characteristics as they relate to his/her work environment at school, at home or in the community, will identify one area of incompatibility, and will outline a plan for achieving harmony.

   -Completed plan in CPF

   -Completed learning activity packet (cook, F./more)

   -Assign using problem-solving form

Subgoal 3.2b That the student learn how a worker may influence working conditions.

OBJECTIVES

1. The student will name two personal qualities s/he can develop to help him/her work with others and will specify how development of these qualities could improve working conditions at school and/or at home.

   -Using Human Potential catalyst(s) and isolating best qualities - the feedback will produce how to develop

   -Using the Johari Window as a matrix, in small group counseling, using feedback he will name

   -Using Value Clarification cataylsts, student will specify

   -Parent conference

2. The student will identify working conditions that would be in conflict with his/her interests, attitudes, and/or values and will indicate whether these conditions might be changed by the worker.

Subgoal 3.2b (con't.)

-Using sample jobs, and sample profile workers, students will solve in simulated experience

-A panel will present for 10 minutes totally - then break into small groups where panel member gives input/advice/suggestions

-Choosing a dominant, pre-dominant, historical figure that has interests/attitudes/values similar, student will create a plan he can complete

-Using Life Career Games as a base, student will transfer to self (on a prepared form) and complete

3. The student will outline 5 approaches a worker might use in attempting to improve his/her own working conditions.

-Using brainstorming methods in class, each student will have his problem worked on

-Tour working location, talk with worker, present 5 slides showing conditions to be improved - have total class suggest

-Set up behaviorial contract with counselor a/o psychologist

-Assignment to talk over with parent a/o teacher a/o friend

4. The student will list resources s/he might use in attempting to improve working conditions in the occupation of his choice.

-Brainstorm with guest speakers

-Make it part of an assignment to be included in a problem-solving unit a/o a section of Career Planning folder

-Will visit union/professional association meeting to get ideas

-Will collect data from 2 employees working in that area

Subgoal 3.2c

1. The student will identify procedures for a worker to follow when s/he finds him/herself in conflict with his/her work environment.

-Set up role playing using teachers (if possible) and other adults

-Interview managers

-Interview employer personnel

-Practice procedures on video-tape during small group or class unit critiqued by classmates

2. The student will excerpt labor laws relevant to his/her planned employment and will identify agencies that can help him/her with labor relations.

Subgoal 3.2c (con't.)

-Will learn from a list provided by Work Experience cordinator

-Students will compile a small book to be sold by student body containing the information

-Will brainstorm agencies, divide up in teams, interview persons employed there, and report

-Go through EDD/Equal Opportunity/etc. collecting and synthesizing cogent data

3. The student will specify worker's rights, privileges and responsibilities in the occupation of his/her tentative choice.

-Research in Career Center and check with labor dept. a/o Work Experience Coordinator

-Write/call/visit the organization representing the worker (union, professional organization, labor dept., ..., ets.) requesting the information

4. The student will explain his/her rights, privileges and responsibilities as a working member of the community.

-Presentation to W.E. Coordinator

-On site visit tape recording interviews and comments

-Require as part of Career Planning Folder

-Do as part of Guidance Unit or Career Planning Unit

Goal 3.3a The student will realize, and will utilize in his/her own career planning, the fact that job specialization creates interdependency.

Subgoal 3.3a That the student learn that some jobs do not furnish much satisfaction and that workers in such jobs may need to seek satisfaction off the job, or from activities related to the job, such as leadership, company sports, union, etc.

OBJECTIVES

1. The student will identify and describe a job at each occupational level in which the activities are repetitive and are confined to one facet of the finished product.

-Assignment (LAP) in Career Center

-Shadow the parent or neighbor or friend or - for one day - and report

-Divide the class into groups - assign a level to each group - have each group discuss 2 OCC in each cluster

-Will be part of all W.E. experiences to participate

Subgoal 3.3a (con't.)

2. The student will describe his/her feelings about how job specialization and its isolation from the finished product would affect him/her.

   -Simulate job - describe feelings to small group

   -Visit a community college/state college/university and simulate specializing - describe feelings in writing

   -Read about famous people and describe their lives specialist vs generalist

   -Discuss student/wife/mother/father/husband/sibling as a spec[illegible]t and discribe feelings

3. The student will describe a person at work in a job specialization which isolates him/her from the total activity, and suggest a leisure time activity from which the worker might derive personal satisfaction.

   -Each student(or/teams of 2 or more) will simulate by role-playing

   -Interview persons involved in leisure time activities finding out what they do for work - then report

   -Panel of speakers (preferably former students) describing what they do for fun

   -Divide class into 3 main units - assign case studies - let them problem-solve

4. The student will make a plan for training and job entry, based on his knowledge of the effects of job specialization on him.

   -Complete Career Planning Folder

   -Parent Conference during junior year

   -Completion of career activity packets

   -Completion of unit on problem-solving

## Examples of Expanded Strategies

Once schools have selected the objectives to be implemented in 1975-76, and have selected a strategy, the strategy will need to be expanded to give specific directions to the counselor/teacher who will be implementing the strategy. Following are examples of expanded strategies.

The following strategies could be presented in a 3 to 5 week unit which would be appropriate as part of any secondary social studies class. However, the strategies and sub-strategies may be used separately to implement specific objectives if the teacher desires.

While the strategies are presented as class activities many can be adapted for individual assignment. Another interesting variation involves conducting the entire unit with an academically apt class or classes and summarizing the class findings in a workbook to be used by less able classes or individuals. The workbook should summarize the data collected by the class but leave analysis and conclusions open for other students to experience.

Objective 1.1b - 1

> The student will explain ways in which social and cultural differences contribute to society.

Strategy A

1. Assign students to look through the yellow pages of the San Diego Telephone Directory where restaurants are listed to determine the different national and ethnic foods available in the area. (Los Angeles and San Francisco yellow pages may be included for comparison.)
2. Tally the number of each type of restaurant listed.
3. Discuss with the class the reasons for there being many more of certain national and ethnic restaurants than others.
4. Determine which nations are not represented by a restaurant in the San Diego area and discuss why those nations are absent.
5. Assign each student a national or ethnic group and request that he/she by interview and observation list specific things in our society and culture which originated with that group.

Objective 1.1b - 3

> The student will explain the effect a person's attitude and values have on his activities, situations and decisions.

Strategy B

1. List the following items on the chalk board and ask the class to copy them on a piece of paper.
   Frog's legs, Raw fish, Snails, Snakes, Shark, Sheep eyes, Dogs, Blood, Brains.

2. Ask students to indicate after each item:

   (1) would not eat
   (2) would not eat unless starving
   (3) would not enjoy eating
   (4) would enjoy eating

3. Collect students' papers and tally responses. List items on chalk board with item scoring lowest numerically on top.

4. Point out to class that all of the items are regularly eaten by millions of civilized people throughout the world.

5. Lead a class discussion aimed at helping each student to gain insight into precisely why it is that he/she objects to certain foods. Where possible have students who disagree on a specific food discuss their differences before the class.

6. Assign each student to list as many activities as possible which he/she would not engage in solely because his/her attitudes, values or beliefs prevent it. (eg. divorce, abortion, drug or alcohol use, smoking, etc.)

7. Point out that all people are affected by their values and attitudes and that this is okay.

8. Assign each student to list occupations that he/she would not be interested in primarily because of attitude and value conflicts.

9. Assign each student to list occupations that he/she recognizes are desirable primarily because his/her values and attitudes support them.

Objective 1.1b - 4

The student will specify ways in which his/her life would be negatively affected if individuals did not differ, and will explain how his/her own unique personal characteristics can contribute to his/her own life satisfaction and to society.

Objective 1.1c - 2

The student will identify jobs that are generally thought of as lacking in dignity and worth, will explain why these jobs are so perceived, and will specify conditions of work and worker that could bring dignity and worth to these jobs.

Objective 1.1c - 2 (cont.)

Strategy C

1. Ask students to indicate on a piece of paper "yes" or "no" to denote their interest in an occupation which required that they do each of the following quite often:
    - A. Cut open another person's abdomen and correct intestinal problems.
    - B. Unclog and repair sewer pipes.
    - C. Empty and wash bedpans and perform other personal services for persons unable to care for themselves.
    - D. Pick up and dispose of other persons' garbage and trash.
    - E. Prepare the bodies of deceased persons for burial or cremation.
    - F. Trap and/or poison rats and dispose of their bodies.

2. Point out, after tallying class reaction, that many in the class objected to each of these activities although each is absolutely essential to the health of society.

3. Ask students to place the following occupations in the order of their dignity with the most dignified on top.
    Mortician, Pest Exterminator, General Surgeon, Garbage Collector, Hospital Nurses' Aide, Plumber.

4. Tally, and discuss with class what factors determine the dignity of a given occupation.

5. Assign students to list several occupations which they feel lack "dignity" and several which they feel are "very dignified." Each student should interview one person in a "dignified" and one person in a "non-dignified" occupation asking each these questions:
    - A. Do you like your work? Why?
    - B. Do you believe your work is important? Why?
    - C. What aspects of your work don't you like? Why?
    - D. Is there another occupation you would prefer to your present one? Why?

6. Each student should report his findings to the class and an attempt should be made to summarize the data and draw conclusions.

7. Point out to class that the dignity assigned to an occupation may reflect a person's attitudes, values and beliefs.

Objective 1.4a - 4

The student will explain how employment trends, work roles, and job mobility may affect his/her tentative occupational choice, and how he/she could accommodate to expected changes.

Objective 1.4c - 3

The student will list coping strategies which might be used by an unemployed worker to re-enter the work force.

Strategy D

1. Assign students to interview six (6) persons who are presently employed. If possible two persons should be interviewed in each of the following age groups: 30's, 40's, 50's.
2. The initial question should be :
   Are you now doing what you had planned and/or were trained to do in your early 20's?
3. In those cases where the answer is "no" find out what factors determined the change of plans and how additional training was acquired.
4. Tally the class findings and list the most common reasons cited for changing occupations.
5. Certain groups in society - handicapped, minorities, older people - have difficulty entering the job market even when economic conditions are good. If possible invite officials from the associations in your community which assist these groups to discuss how they help their clientele cope with this situation.
6. Assign each student to develop a strategy for getting employment in the current job market. If possible have several students actually seek employment and report and discuss with the class their experiences.

Objective 2.3a - 2

The student will identify occupations which have been changed because of technological advances and will explain how these occupations were affected by societal needs.

Objective 2.3a - 3

The students will prepare a report indicating how society influenced the nature and structure of the occupation of his/her tentative choice, what societal purposes it satisfies, and how his/her pursuit of that occupation will contribute to society's way of life.

Objective 2.3a - 4

The student will list predicted changes in societal needs and will state how these changes might affect the occupation of his/her choice and will indicate what strategies he/she would employ to keep pace with the change.

Strategy E

1. Poll the class to determine how many are currently employed as movie usherettes or newspaper delivery boys.

2. Point out to class that 25 years ago these two occupations were among the most common high school jobs.

3. Discuss the reasons for the decline in these two occupations:

    a) Closing of thousands of neighborhood theaters.
    b) Advent of the drive-in movie after World War II.
    c) Advent of commercial entertainment on T. V. after 1950.
    d) Demise of many metropolitan newspapers and free-delivery advertisers.
    e) Advent of T. V. News coverage after 1950.
    f) Replacement of corner newspaper boys by coin operated stands.
    g) Consolidation of small bicycle newspaper routes into large auto and truck delivery routes.

4. Discuss other occupational changes caused by changes in the delivery of entertainment and news.

5. Invite representatives of local newspapers and T. V. stations to discuss the future of their respective industries.

6. An occupational category which was not popular 25 years ago among high school students was waitress and waiter at fast-service food chains (MacDonalds, Jack-in-the Box, Kentucky Fried Chicken etc.). Today this industry hires many young people. Discuss the societal changes which have taken place in the last quarter-century which have caused this occupational shift.

7. Discuss businesses which may have suffered as a result of this shift.

    Bank of America has recently published an excellent analysis of the fast-food service industry in California and the U. S. This report reveals among other things that Americans eat one out of three meals out.

    Small Business Reporter Vol. 12 - No 8
    Restaurants and food Services
    Published by Bank of America

8. Assign each student to make a tentative occupational choice and have each student read selected chapters or sub-chapters from the following books and predict how his/her tentative occupational choice may change.

    The Coming of the Post-Industrial Society, Daniel Bell, Basic Books, Inc. New York, 1973

Objective 2.3a - 4 (cont)

Future Shock, Alvin Toffler, Random Hs. New York, 1970. (also paperback)

The Information Machines, Ben Bagdikian, Harper (Colophon Books) 1971

The Next Ninety Years, Proceedings of a conference sponsored by Calif. Institute of Technology, 1967

The Future of the Future, John McHale, Ballantine Books, New York, 1969

At the Edge of History, Wm. Thompson. Harper (Colophon Books) N. Y. 1971

Here Comes Tomorrow, Staff of the Wall Street Journal, Dow Jones Books, Princeton, N. J. 1967

Objective 2.3b - 1

The student will identify economic and political forces that affect the job market and will describe the nature and consequences of their impact.

Objective 2.3b - 2

The student will identify economic and/or political constraints that are the result of apathy or negligence on the part of citizens, and will describe actions that would be needed to remove such constraints.

Objective 2.3b - 3

The student will describe a recent change in employment opportunities and will explain the relationship of this change to economic and/or political forces.

Strategy F

1. Assign students individually or in small groups to do a case study on selected industries.

2. Alert local public and school librarians to have available copies of the following annual publications for the years 1970 and 1975. If you can obtain 1965 editions the results will be even more dramatic.

   U. S. Bureau of Labor Statistics
   Occupational Outlook Handbook

   U. S. Department of Commerce
   U. S. Industrial Outlook

   Bureau of Census
   Statistical Abstract of the U. S.

3. Assign each student to research one of the following industries and to report differences in outlook as reported in 1970 and 1975:

   Automobile Manufacture
   Petroleum-Petro-Chemical
   Pharmaceuticals
   Education
   Computer Industry
   Building Industry
   Aircraft Manufacture
   Airlines

4. The following questions should be answered:

   a) Did the outlook change between 1970 and 1975? If so, Why?
   b) What unforseen political and economic changes between 1970 and 1975 affected changes in the outlook for each industry. (eg. Watergate, energy crisis, recession, consumerism, Vietnam and Indo China withdrawal, etc.)

5. Using a metropolitan newspaper or weekly news magazine discuss how various current news events could affect the outlook in selected industries.

6. Lead a discussion on the kinds of skills and attitudes which give one long-term vocational relevance regardless of predictable and unpredictable changes in the future.

Objective 3.1b - 2

The student will compare the degree and kinds of satisfaction she/he would expect if working for him/herself, working for another individual, working for a large corporation, working for government.

Objective 3.1b - 4

The student will define human capital, and will describe the monetary and non-monetary rewards she/he anticipates in the occupation of his/her tentative choice.

Strategy 6

1. Invite each of the local service clubs in your area to provide four members to discuss before a multi-class assembly the satisfactions they receive from their work. One member should be selected from each of the categories listed in objective 3.1b - 2 above.

2. On the following day students should report which of the four categories of occupations they prefer and why.

Objective 3.1b - 4 (cont)

3. Students should be asked to imagine that they have been "transmigrated" in a time machine to the planet Saturn.

   Saturn, it turns out, is pretty much like San Diego county in all respects except one: Its economic system is different.

   (List these rules on the chalk board)

   a) Everyone gets a check for $2,000 the first day of each month which provides them with an adequate standard of living.
   b) Everyone is expected to contribute 8 hours per day 5 days a week less 1 month vacation to society by working at a socially needed job.
   c) If a person has no needed skill he/she is expected to spend 8 hours a day in training to develop needed skills.
   d) Anyone who refuses options B or C must report at 8:00 A. M. to a "work-substitute experience." At 8:00 A. M. they are put in a room 6' by 6' which contains a toilet, drinking fountain and a straight-backed chair and nothing else. They remain in the "work-substitute experience" until 4:30 P. M. At noon lunch is put under the door. Until 8:00 A. M. next morning they are free to go about their business the same as other "working" or "training" citizens.
   e) A person may do any socially needed work he/she wishes. the only qualification is that he/she must demonstrate his/her competency to do the job. If more people want a particular job than there are jobs the persons with the greatest competency are hired.

4. Assuming that you must live on Saturn what occupation would you choose? Why?

5. What problems would you expect to find on the planet Saturn? Why?

6. Do you dig life on Saturn?

AMM/nl

## GUIDELINES FOR IMPLEMENTATION

The District Master Plan for Career Guidance and Counseling is an integrated total system, with direct relationships between and among its various parts. Based on desired outcome assessment and current program assessment, the Master Plan presents a Model, Goals, Objectives, Strategies for reaching the Objectives, and Criterion Measures for determining the extent to which the needs are being met. It is a dynamic and self-correcting system in that it generates continuous feedback, providing staff with data for management decisions. The focus is not on the individual, but on the effectiveness of the program: does it work? Does it produce the student outcomes it purports to produce? If it does not, which program elements are responsible? This makes it possible for the decision makers to design program adjustments based on empirical evidence, and aimed at a no-fail system. Information provided may suggest that the objective was not realistic; that the target population was too diverse to respond to the strategy chosen; that the program was not implemented with fidelity; that variables which intervened after the program was begun interfered with program effectiveness; that the staff needed assistance in development of specific competencies; that resources were inadequate or unavailable; that laws, policies or procedures mitigated against the program's success.

### EXAMPLE

An example is provided at this point, to serve as a model for the staff member(s) using this document as a guide for implementation of one or more objectives of the Master Plan.

Goal: 3.2 The student will realize, and will utilize in his/her own career planning, the fact that job satisfaction is dependent upon harmonious relationships between worker and work environment.

Subgoal: 3.2b That the student learn how a worker may influence working conditions.

Objective: Level 1 - The student will name two personal qualities s/he can develop to help him/her work with others and will specify how development of these qualities could improve working conditions at school and/or at home.

Need on which this objective is based: #27 - Students need to know more about themselves -- their values, interests, abilities, goals, etc.

Current program elements which address this objective: individual and group counseling; vocational unit in English class; values clarification in psychology class; related instruction and work experience - career development; case histories - ROTC; films and discussion - business English; discussion - social living.

Target population: ninth grade students.

Strategy selected for implementation of the objective: use human potential catalyst(s) and isolate qualities through feedback.--class discussion and individual counseling as needed.

Staff member(s) who will implement the strategy: human potential strategy to be implemented by social living teacher and counselor as co-leaders; individual counseling or small group counseling by counselor.

Time lines (starting and ending dates for implementation of strategy): October-December 1975

Criterion measure(s) to be used:

Baseline to be determined (date and method): October 1, 1975 - student self report instrument
Process evaluation (date and method): November 1, 1975 - counselor/teacher check list
Outcome evaluation (date and method): December 1, 1975 -student self report instrument
Cost data - October 1, 1975-December 1, 1975

Evaluation:

1) Analysis of baseline data will determine the extent to which this objective had already been met without formal program implementation.

2) Analysis of the counselor/teacher check list will determine the fidelity of the program implementation as well as the attitudes of students and leaders to the program. At this point, evidence may suggest a need for modification of program elements in order to insure attainment of the objective.

3) Analysis of gains as shown by comparison of outcome data with baseline data will measure the effectiveness of the program and will suggest to decision makers whether the program should be continued as implemented, should be modified before further implementation, or should be abandoned.

4) Cost data will provide for decision makers evidence of per-pupil costs for attaining this objective, so cost effectiveness and cost benefit can be computed.

The foregoing application to one objective is an example of the development of the Master Plan, and the relationships among its parts. The Master Plan represents an ideal four-year total system. It is anticipated that each school in the Grossmont Union High School District will select priority objectives for implementation during 1975-76, and will apply the process used in the example above to plan for their implementation and evaluation.

# CHAPTER XI

# CRITERION MEASURES

There is little value in implementing a program of any kind unless there are ways to determine whether or not the program is effective; in other words, is it helping students meet the objectives for which it was designed? In order to complete the Master Plan so that each school would have the necessary parts for implementation of any objective or group of objectives, the Master Plan staff developed a set of criterion measures, one for each District objective, and one for each individual school objective which differed from District objectives. These criterion measures were reviewed by vocational counselors and were sent to schools for review and reaction by the total counseling staff and administrators. Reactions were summarized by vocational counselors and revisions were made based on these summaries. The following pages present the suggested criterion measure for each objective in the District Master Plan. Criterion measures for individual school objectives are not included here because of limitations of space.

It is to be understood that some of the criterion measures will need to be refined once the school has determined the curriculum content of the objective it is designed to measure, and the strategy it will use for implementing the objective. Since the model covers four functional levels (awareness, internalization, action and evaluation), many of the criterion measures do not have specific "right" answers. What is "right" for one student may not be for another. Counselor judgement will need to be employed. These criterion measures were developed as guides and examples more than as specific measures to be employed. In some cases they will need little if any modification; in others they will need to be modified to fit the curriculum decided upon by the school and/or District. These criterion measures can be used before implementation of a program strategy to determine the degree to which the objective had already been met (establishing baseline), as well as after implementation to show student gains (effects of the program).

## Suggested Criterion Measures

| Subgoal and level | Criterion Measure |
|---|---|
| 1.1a - 1 | Suppose that you want to apply for a job in a distant city and you cannot go for an interview. The application form asks you to describe yourself as accurately as possible. Please complete this form to give an accurate picture of your personal characteristics and qualifications. |

a) Physical assets:

b) Physical liabilities:

c) Academic ability:

d) Interests:

e) Skills or talents:

f) Job you would like to have if you were going to work now: ____________________

g) Job you hope to have when you complete your education and training: ____________________

**ACCEPTABLE RESPONSES**

Accuracy of responses to be determined by school records and/or counselor/teacher observation. Major discrepancies should be discussed with the student to determine whether his/her opinion or the counselor/teacher's opinion is more accurate. (Discrepancies provide evidence of need for further guidance.)

It is important that you understand the relationship between your school courses and your personal characteristics and qualifications.

In the left hand column list your current school courses, and complete the other three columns for each course.

| Period | Course | I<br>My characteristics and qualifications that match this course | II<br>My characteristics and qualifications that don't match this course. | III<br>Characteristics or qualifications I may acquire through this course. |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |

## ACCEPTABLE RESPONSES

| | |
|---|---|
| Column I - | characteristics listed should be related to the course ("good in math" for math course, "like to write" for composition course, etc.). |
| Column II - | characteristics listed should be ones that might predict non-success in the course ("poor in math" for math course, "hate to write" for composition course, etc.). |
| Column III - | characteristics listed should be ones that may reasonably be expected to accrue from instruction in that course ("be able to keep personal records straight" or "be swift figuring taxes" for math course; "learn to express myself better for composition course ). |

Your understanding of your own interests and abilities will help you to make career plans more wisely. The following questions give you a chance to practice seeing relationships between people and jobs and should help you learn to make choices. Each question gives you information about the abilities and interests of a student your age and lists some possible future occupations the student may consider. Many jobs might be appropriate; but from these listed, you are asked to select the occupation for which the person described seems best suited.

a) Henry is considered a good leader. Last year, as president of the Student Council, he enjoyed planning and leading Council activities. He loves sports, and plays on his school baseball team. He earns average grades in school, but low grades in science and English. After college, Henry would like to find a job in sports which makes use of his leadership ability. For which of the following occupations does Henry seem best suited? Select one item.

___1. athletic coach
___2. scoreboard operator
___3. doctor for football team
___4. sports writer

b) Barry has always done well in school, especially in English and creative writing. He has printed a small newspaper for neighbors and friends. He works on his school paper, and particularly likes assignments which involve interviewing people. He was editor of the school paper one semester, but did not like the work as much, because he had to do more supervising and less writing. Of the following jobs, which would probably be best for Jerry? Select one item.

___1. newspaper copy boy
___2. novelist
___3. newspaper publisher
___4. newspaper reporter

c) Elaine enjoys working with children. During her free period, she works with a fourth grade teacher helping pupils with reading and math. She would like to find a summer job as a camp counselor, so that she can continue to work directly with young children. She expresses herself well when speaking and does well in tasks that involve clerical detail. Elaine could succeed in college, but wouldn't want to spend more than two years in college. Eventually, she would like to get married and raise a family. Which of the following jobs fits best with Elaine's interests and abilities? Select one item.

___1. assistant teacher
___2. school bus driver
___3. school principal
___4. school superintendent

d) Since childhood, Jerry has been interested in transportation, and has also enjoyed doing things with his hands. He scores high on tests of mechanical ability, has excellent eye-hand coordination, and is weak in reading and language arts skills. After completing high school, he would like to attend a trade school or to find work accompanied by an on-the-job training program. Of the following occupations, which seems most consistent with Jerry's interests and abilities? Select one item.

___1. airplane mechanic
___2. mechanical engineer
___3. airport guard
___4. director, traffic safety council

e) Edward has a strong interest and aptitude in the biological sciences, and is weakest in foreign languages and social studies. As a waiter during summer vacation, he found that he enjoyed working directly with people. A member of his school debate club, he is comfortable speaking before groups of people. Ed is precise in his work, and plans to attend college. Of the following occupations, which fits best with his interests and aptitudes? Select one item.

___1. hospital orderly
___2. laboratory technician
___3. biology teacher
___4. writer of biological textbooks

f) Anne is a "people watcher". She especially enjoyed a social studies project in which she studied the growth of social welfare programs in this country. Her interests are more along the lines of theoretical rather than practical applications of knowledge. Working as a sales girl during the summer, Anne did not enjoy the constant public contact which the job required. She scores high on tests of language arts and mathematics. Anne plans to attend college and, money permitting, would like to pursue additional specialized training in graduate school. Which of the following occupations best matches Anne's aptitudes and interests? Select one item.

___1. marriage counselor
___2. airline stewardess
___3. probation officer
___4. social scientist and researcher

ACCEPTABLE RESPONSES

a - 1; b - 4; c - 1; d - 1; e - 3; f - 4

I.1a -4

You have learned to match your interests, abilities, values, skills, and talents with your tentative occupational choice. Now you are ready to make a plan for job training and job entry.

Please complete the information requested below.

a) The occupation I hope to follow is:

b) I expect to train for this occupation at:

___college
___junior college
___technical or trade school
___apprenticeship
___on the job training
___military
___other (please specify)
________________________

c) Now list your characteristics and indicate how each matches your choice and how it might affect your success on the job.

| Characteristics | Match | Mis-Match | Probable Effect on Job Success |
|---|---|---|---|
| Personal characteristics: | | | |
| Ability: | | | |
| Interests: | | | |
| Skills or talents: | | | |
| Values: | | | |

ACCEPTABLE RESPONSES

a) Choice must be [illegible] specific field (teaching, sales, mechanic) rather than an occupational field.

b) Training route must be appropriate for the occupation stated.

c) Characteristics must be listed in appropriate categories, and match-mismatch indicators must be relevant to the job.

d) Probable effect on job success must be logical and related to the job chosen.

Pick any two pairs of the following pairs of persons and indicate one way in which they are alike and one way in which they differ.

| | Alike | Different |
|---|---|---|
| President Ford and Henry Kissinger | | |
| Billie Jean King and Olga Corbet | | |
| Jack Nicklaus and Arnold Palmer | | |
| Mary Tyler Moore and Rhoda | | |
| Archie Bunker and Mike Douglas | | |

ACCEPTABLE RESPONSES

Likenesses and differences must be in areas of physical characteristics (other than "both men" or "both women"), interests, abilities, skills or talents, or values.

1.1b -3

a) Which would be more likely to give to charity?

___1. One who values money

___2. One who values social responsibility

b) Which would be more likely to train to be a professional ice skater?

___1. One who values challenges

___2. One who values leisure

c) Which would be more likely to build a house and garden?

___1. One who values change

___2. One who values stability

d) Which would be more likely to enjoy learning new skills?

___1. One who wants to improve his position

___2. One who is satisfied in his job

e) Which one would be more likely to enjoy traveling?

___1. One who is interested in other cultures

___2. One who is interested in gardening

ACCEPTABLE RESPONSES

2, 1, 2, 1, 1

Complete the following sentences.

a) If people did not differ, my own life would be negatively affected in the following ways:

1.

2.

3.

b) I have unique personal characteristics that can contribute to my own life satisfaction and to society in the following ways:

| Characteristic | Contribution to my Satisfaction | Contribution to Society |
|---|---|---|

ACCEPTABLE RESPONSES

a) At least one response should indicate that there would be a shortage of talents to provide things needed or enjoyed. Other acceptable responses include: monotony, problems of competition for jobs, cultural sterility, etc.

b) Characteristics should be abilities, talents or skills, interests, values, or personal characteristics. Contributions must be related to the characteristic listed.

1.1c -1

Suppose you were looking for a job ---

a) What two skills or abilities do you HAVE that would help you select the job?

1.

2.

b) What two skills or abilities do you LACK that you would want to consider in selecting the job?

1.

2.

## ACCEPTABLE RESPONSES

Acceptable responses -- professional or technical skills; art skills; health service skills; managerial or supervisory skills; clerical or office skills; business and sales skills and knowledge; manual, mechanical and craftsman skills; laborer or operative skills; service skills; handicraft skills; interpersonal relations; mental or intellectual abilities; personal qualities; physical abilities and attributes; school or academic areas.

1.1c -2

a) From the following list of jobs, circle two that are generally considered to be lacking in dignity and worth.

Gardener
Forest ranger
Custodian
Butcher
Trash collector
Carpenter
Hospital orderly
Sewer cleaner
Stable hand
Street sweeper
Ditch digger
Street vendor

b) What is the first job you circled? ______________________________

Why do you think this job is generally considered to be lacking in dignity and worth?

How could a worker attain dignity and worth on this job?

c) What is the second job you circled? ______________________________

Why do you think this job is generally considered to be lacking in dignity and worth?

How could a worker attain dignity and worth on this job?

ACCEPTABLE RESPONSES

Any jobs may be circled, as long as the student gives valid reasons for his choice (e.g., street vendor -- people ignore him; he has to put on a show to sell his wares).

Ways of bringing dignity and worth to the job should relate to the worker's attitude, commitment to doing the job well, efforts to improve working conditions, efforts to improve the image of the job, etc.

For each of the categories listed below, select one job for which you have the necessary characteristics and qualifications and indicate how you might achieve dignity and worth in each of these jobs.

a) A job generally considered to be highly desirable:________________________

How would you achieve dignity and worth in this job?

b) A job that does not attract much attention:___________________________

How would you achieve dignity and worth in this job?

c) A job that is generally thought of as lacking in dignity:____________________

How would you achieve dignity and worth in this job?

## ACCEPTABLE RESPONSES

All jobs selected should be compatible with student's characteristics and qualifications as judged by counselor/teacher.

a) should indicate something the student would do, rather than dignity inherent in the job (e.g., Doctor: "I would try to get better medical care for poor people;" NOT ACCEPTABLE: "It has a lot of status").

b) should indicate something the student would do, and should be something not generally thought of in connection with that job (e.g., Typist: "I would try to be the best typist in the office and I would show I was proud of my work;" NOT ACCEPTABLE: "They do important work").

c) should indicate something the student would do (e.g., Deliver circulars from door-to-door: "I would make sure the circulars were put in a convenient place, and if the owner came to the door, I would speak to him and hand him the circular;" NOT ACCEPTABLE: "I'd put them where I was told to put them").

In each of the following questions, you are given information about a person. You are then given three occupational choices he or she might consider. With the information you have, you are asked to decide whether each job choice is likely to work out well for that person. You may mark the same answer (a) "very likely," (b) "somewhat likely," or (c) "very unlikely" for more than one job.

* * * *

a) Marie is a 26 year-old professional singer. She studied voice and organ in college, and played the organ in church. Last month she began complaining of a sore throat. The doctors found a small growth on her vocal chords, hospitalized her, and removed the growth. While Marie can still speak, her singing voice has been impaired. She would like to continue working in the field of music, even if she can no longer sing. As she must continue to earn a steady income, she does not want to switch to a job that requires additional training or schooling. Following are some jobs that Marie might consider. After each job, tell whether it seems likely that this would be a good choice for her.

1. organ teacher

   a) very likely  b) somewhat likely  c) very unlikely

2. nurse

   a) very likely  b) somewhat likely  c) very unlikely

3. professional organist

   a) very likely  b) somewhat likely  c) very unlikely

b) Rick majored in English in college, and played on his school basketball team. Since graduating, he has played professional basketball for three years. He was recently in an automobile accident in which he injured his back. The doctors tell him that the injury will be permanent, and will prevent him from playing basketball. Following are some jobs Rick may now consider. After each job, tell whether it seems likely that this would be a good choice for him.

1. dance instructor

   a) very likely b) somewhat likely c) very unlikely

2. English teacher

   a) very likely b) somewhat likely c) very unlikely

3. basketball coach in high school or college

   a) very likely b) somewhat likely c) very unlikely

c) George is completing his last year of high school, and works part-time delivering groceries for a local supermarket. He had planned to attend a two-year trade school after graduation to prepare himself to be an airplane mechanic. George's father recently died; and George must change his plans about attending trade school, at least for the time being. After graduating from high school, he will need to find a job and help support his mother and younger brother and sister. Following are some jobs George may now consider. After each job, tell whether it seems likely that this would be a good choice for him.

1. salesman in auto supply store

   a) very likely b) somewhat likely c) very unlikely

2. mechanic trainee at company with on-the-job training program

   a) very likely b) somewhat likely c) very unlikely

3. unpaid volunteer worker at local hospital

   a) very likely b) somewhat likely c) very unlikely

d) After graduating from high school about ten years ago, Evelyn began working as a typist at a Hollywood movie studio. She received several promotions, and is now secretary to the vice-president of the studio. Evelyn's doctor has recently advised her to move to Arizona for her health. She would like to continue to use her secretarial skills and her knowledge of the entertainment business; but she realized that there are no film studios in Arizona. Following are some jobs Evelyn might try to find in Arizona. After each job, tell whether it seems likely that this would be a good choice for her.

1. high school drama teacher

   a) very likely b) somewhat likely c) very unlikely

2. secretary/receptionist at local radio or television studio

   a) very likely b) somewhat likely c) very unlikely

3. secretary in drama department of local college

   a) very likely b) somewhat likely c) very unlikely

e) Frank and Mary were married after high school graduation. He had made "C's" in most subjects with a few "B's". Frank took a job as a truck driver so that they could afford to start raising a family. They have been married six years and have two children. Frank has never really enjoyed his job and would prefer work related to mechanics or engineering. He has not changed jobs because he could not afford to take time off for additional schooling or training. Recently, however, Frank inherited some money from a relative. He can use the money to support his family for one or two years while he prepares for work that he will find more satisfying. Following are some things Frank may now consider doing. Tell whether each seems like it would be a good choice for him.

1. study engineering in college

   a) very likely b) somewhat likely c) very unlikely

2. become a bus driver

   a) very likely b) somewhat likely c) very unlikely

3. study auto mechanics in trade school

   a) very likely b) somewhat likely c) very unlikely

f) Robert was a squadron commander in the United States Air Force and later became a commercial airline pilot. He flew for the airlines for 15 years. During his last physical examination, it was discovered that his eyesight has weakened and no longer meets the standards for airline pilots. He enjoys airline work, and would like to continue in some related job. Following are some jobs Robert might consider. After each job, indicate whether it seems likely that this would be a good choice for him.

1. airline ground instructor

   a) very likely b) somewhat likely c) very unlikely

2. airport manager

   a) very likely b) somewhat likely c) very unlikely

3. attorney

   a) very likely b) somewhat likely c) very unlikely

g) Roberta is a housewife with three children , ages 8, 12, and 15. Her husband was recently killed in an accident, and Roberta finds that the life insurance money she will receive is not sufficient to support her family. Before she was married, Roberta worked for two years as a secretary. She did not attend college and cannot return to school now, as she needs to earn an immediate income. Following are some possible occupational choices Roberta may consider. After each job, tell whether it seems likely that this would be a good choice for her.

1. hospital volunteer

   a) very likely b) somewhat likely c) very unlikely

2. receptionist

   a) very likely b) somewhat likely c) very unlikely

3. secretary

   a) very likely b) somewhat likely c) very unlikely

h) Howard, a pre-medical student, had considered specializing in surgery after completing medical school. Howard recently became engaged, and he plans to be married to Carol next year. After Howard finishes medical school, he and Carol would like to have children and devote a lot of their free time to family activities. Howard is now reconsidering his choice of a medical specialty because surgeons generally work very long hours and have little free time. He would still like a career in the biological sciences, particularly in the field of medicine. Following are some possible occupational choices Howard may consider. After each job, indicate whether it seems likely that this would be a good choice for him.

1. doctor with more "regular" working hours, such as a dermatologist or a radiologist

a) very likely b) somewhat likely c) very unlikely

2. landscape architect

a) very likely b) somewhat likely c) very unlikely

3. professor of biology

a) very likely b) somewhat likely c) very unlikely

i) Ralph has worked as a criminal lawyer for ten years. Recently he experienced a severe emotional shock and was unable to work for several months. His doctor now says that Ralph can begin working again on a part-time basis, and that his return to full-time work should be very gradual. He has told Ralph to try to find work with less pressure and less emotional stress. Listed below are possible jobs which Ralph might consider during his period of recovery. After each job, indicate whether it seems likely that this would be a good choice for him.

1. district attorney

a) very likely b) somewhat likely c) very unlikely

2. substitute law teacher

a) very likely b) somewhat likely c) very unlikely

3. part-time researcher in law office

a) very likely b) somewhat likely d) very unlikely

j) Sue and her husband, Mark, live in Washington, D.C. Mark's engineering firm is now transferring him to Los Angeles, California; and so Sue plans to find a job in the Los Angeles area. She majored in French while in college and then worked as a translator of documents for the Federal government. Following are some jobs Sue might consider. After each job, indicate whether it seems likely that this would be a good choice for her.

1. French teacher

   a) very likely      b) somewhat likely      c) very unlikely

2. library assistant

   a) very likely      b) somewhat likely      c) very unlikely

3. Translator of French correspondence for importing firm

   a) very likely      b) somewhat likely      c) very unlikely

ACCEPTABLE RESPONSES

a) 1 - a, 2 - c, 3 - b
b) 1 - c, 2 - b, 3 - a
c) 1 - b, 2 - a, 3 - c
d) 1 - c, 2 - a, 3 - b
e) 1 - c, 2 - b, 3 - a
f) 1 - a, 2 - b, 3 - c
g) 1 - c, 2 - a, 3 - b
h) 1 - a, 2 - c, 3 - b
i) 1 - c, 2 - b, 3 - a
j) 1 - b, 2 - c, 3 - a

1.2a -1

Some of your personal characteristics are subject to change and some are not.

a) List three of your physical characteristics that are subject to change.

1.

2.

3.

b) List three of your skills or talents that are subject to change.

1.

2.

3.

c) List three of your interests, attitudes, or values that are subject to change.

1.

2.

3.

ACCEPTABLE RESPONSES

Any characteristics listed are acceptable as long as they are listed under the appropriate category and are characteristics that can be changed, acquired, improved, weakened, or lost.

Everyone has had some of his skills, interests, attitudes, or values changed by life experiences. Physical characteristics may also be changed by life experiences.

List three of your characteristics that were changed by life experiences, and explain the experience that caused the change.

| Changed Charactistic | Experience that caused the change |
|---|---|
| EXAMPLE: Became interested in snakes. | My friend found a baby king snake that had been hurt, and his mother let him keep it. I learned that snakes are not slimey and that they can be friendly, and now I like them. |
| 1. | |
| 2. | |
| 3. | |

ACCEPTABLE RESPONSES

Characteristic must indicate a change from a previous state; experience must be logically related.

1.2a -3

Sometimes we change one of our personal characteristics by our own effort. Select one physical characteristic, interest, attitude, value, or skill that you have changed by your own effort, and complete the following:

a) Characteristic changed (improved, acquired, weakened, or lost):

b) Why did you change?

c) How did you accomplish this change?

ACCEPTABLE RESPONSES

a) must indicate a changed characteristic; b) and c) must be logically related.

Successes and failures affect our interests. If we consistently succeed at something, our interest in that thing increases; if we consistently fail, we lose interest. You are to identify one of your areas of high interest, and one in which you have little interest, and describe at least one incident that affected each interest.

EXAMPLE: Dancing -- I won a dance contest.

a) Area of high interest:

Incident that contributed to this interest:

b) Area of low interest:

Incident that helped cause this low interest:

ACCEPTABLE RESPONSES

Incident should be logically related to the interest area stated.

a) What is your tentative occupational choice?

b) Identify one area necessary for success in this job, but in which you have not yet achieved success, or have experienced failure.

c) What can you do to achieve success in that area?

ACCEPTABLE RESPONSES

a) choice may be a short range or long range occupational goal.

b) area specified must be relevant to job choice

c) plan must be relevant and realistic

1.2b -1

The way you feel about yourself affects your reactions to situations and events. For instance, if you have just won an award in an essay contest, you feel proud of your accomplishment and good about yourself; you are more likely to respond positively to a suggestion that you enter another contest than you would if you had lost.

Describe a recent situation or event in your life and explain what were your feelings about yourself and how that affected your reactions.

a) Situation or event:

b) My feeling about myself:

c) My reaction to the situation or event:

ACCEPTABLE RESPONSES

Student must complete each section of the item; relationships between responses must be relevant and logical.

Our feelings about ourselves sometimes influence situations or events. For instance, a girl who feels unsure of herself with a boy, may be so self-conscious that their evening together is spoiled.

Think of a time when your feelings about yourself -- good feelings or negative feelings -- affected a situation or event, and complete the following:

a) Describe the situation or event.

b) How did you feel about yourself?

c) How did your feelings affect the situation or event?

ACCEPTABLE RESPONSES

All three sections must be completed, and relationships should be logical and relevant.

Describe one situation or activity in which you were successful and one in which you failed, and explain how the success and the failure affected your career interests.

a) Describe the situation or activity of success.

How did you feel about yourself?

How did this affect your career interests?

b) Describe the situation or activity in which you failed.

How did this affect your career interests?

How did you feel about yourself?

ACCEPTABLE RESPONSES

All sections must be completed. Responses must be reasonable and relevant.

Indicate one area related to the occupation of your choice in which you lack self-confidence, and suggest a plan for gaining self-confidence in that area.

a) My tentative job choice is:

b) Area in which I lack self-confidence:

c) Ways this could negatively affect my success and satisfaction on the job:

d) Things I could do to gain self-confidence in that area.

ACCEPTABLE RESPONSES

b) must be an area related to a). At least two points should be listed under c). d) should be procedures that would tend to build self-confidence.

At various times in our lives, we make choices that open or close options for us. For instance, taking Spanish I opens the option for you to take Spanish II. Choosing not to take college entrance exams closes your option to attend certain colleges and universities.

Complete the following sections:

a) What is a choice that you made in Junior High School that opened an option for you?

What option did it open?

b) What is a social choice you made that closed an option for you?

What option did it close?

ACCEPTABLE RESPONSES

All sections must be completed. Responses should be reasonable and relevant. It is reasonable if it is appropriate for the student's age level; it is relevant if it pertains to the question asked.

Sometimes working adults encounter situations or conditions which require them to change the direction of their careers.

Name 6 situations or conditions that would require a worker to change the direction of his/her career.

1.

2.

3.

4.

5.

6.

ACCEPTABLE RESPONSES

At least one response should refer to a change in the employment pattern (more workers than needed, business or industry shifted to another community), and one to a change in the worker (physical disability, discovery of a new talent, etc.). All responses must be reasonable and relevant.

1.3a -3

Our ideas about the adult world, and the place we expect to have in it, change as we grow older.

Please complete the following:

a) When you were in elementary school, what did you want to be when you grew up?

What was important to you at that time?

How did you feel about work?

b) When you were in Junior High School, what did you want to be when you grew up?

What was important to you at that time?

How did you feel about work?

c) Now what do you want to be when you are an adult?

What is important to you?

How do you feel about work?

ACCEPTABLE RESPONSES

All sections should be completed. It is all right if the first question in each section has the same answer two or even three times. Changes in what was important to the student and how he felt about work will furnish clues as to whether further counseling is needed in this area.

a) List the career development stages in sequence and indicate the approximate age at which each usually takes place.

| Stage | Age |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |

b) At what career development stage are you now?

ACCEPTABLE RESPONSES

a) building expectations (9 - 11); self-assessment (12 - 13); exploration (14 - 16); formation of tentative career goals (16 - 18); reality testing (18 - 20); access into the world of work (20 - 22); reentry into a training institution (30 - ).

Sometimes there are conditions in our community that limit our career options (heavy unemployment, prejudice, not many businesses or industries). Also some of our personal characteristics (physical characteristics, abilities, interests, values, skills or talents) stand in the way of our having a variety of career options from which to select.

Complete the following in terms of your own personal characteristics and the characteristics of the community in which you work.

a) My personal characteristics that may limit career options are:

b) Environmental conditions that may limit my career options are:

ACCEPTABLE RESPONSES

a) should include more than physical characteristics.
b) should include at least one economic factor and one political social factor.

If you are to be successful in finding a job in the occupation of your choice, and in experiencing satisfaction on that job, you will need to examine the "fit" between your own skills and interests and the opportunities in the community.

This item has several parts. Please respond to each part.

a) Situations, conditions, or opportunities in the school that affect my own career plans:

Conditions that affect my plans positively are:

Conditions that affect my plans negatively are:

b) Situations, conditions, or opportunities in the community that affect my own career plans:

Conditions that affect my plans positively are:

Conditions that affect my plans negatively are:

ACCEPTABLE RESPONSES

a) Atleast one response should be related to course offerings.

b) At least one response should be related to community opportunities and one to community constraints. All responses should be reasonable and relevant.

Some of our personal characteristics are reversible and some are irreversible.

Complete the sections below:

a) Tentative career choice: (EXAMPLE: longshoreman)

b) Personal characteristics:

| Characteristics | Reversible | Irreversible | Possible effects on career choice |
|---|---|---|---|
| Sex: (EX.: female | | x | Hard to get job as longshoreman) |
| (EX.: strength | x | | Might can get job if I can increase my strength) |
| Other physical characteristics: | | | |
| Social class: | | | |
| Race or cultural group: | | | |
| Other factors: | | | |

ACCEPTABLE RESPONSES

a) must be completed. b) characteristics must relate to a).

Reversibility or irreversibility of characteristics should be by ordinary standards (e.g., sex is reversible, but not by ordinary standards.)

Effects on career choice must be reasonable and relevant.

You have examined your personal characteristics and the characteristics of the work community which you expect to enter. Now you are ready to make a plan for training for and entering the occupation of your tentative choice.

Please compete each section below.

a) Occupation which I hope to enter:

b) My characteristics as they relate to my chosen occupation:

| Assets | Things I will have to change or overcome |
|---|---|

c) Characteristics of the community as they relate to may chosen occupation:

| Assets | Things I will have to change or overcome |
|---|---|

ACCEPTABLE RESPONSES

a) should be reasonable and relevant for the student's personal characteristics and qualifications (as judged by records and staff observation /opinion).
b) Reasonableness and relevance are the keys.

As you move through job selection, training, and placement, you will have access to many resources to help you.

Complete each of the following.

a) People available to help me in the school or in the community:

b) Government organizations available to help me:

c) Private organizations available to help me:

d) Businesses and industries available to help me:

e) Helpful materials available in the school and in the community:

## ACCEPTABLE RESPONSES

a) Student should list at least two persons in school and two in the community: counselor, teacher, administrator, librarian, other students, parents, siblings, friends, neighbors, business acquaintances, legislators, leaders of civic organizations, personnel managers of private business, adult vocational counselors.

b) Employment Development Department, armed services, public library, Social Security, City Attorney, Department of Rehabilitation, Probation Department, Juvenile officers, city colleges, universities, adult schools.

c) Private employment agencies, private trade and technical schools, private colleges and universities, service clubs, vocational centers, television, radio.

d) Student should name at least one local business and one industry.

e) DOT, OOH, occupational briefs, newspapers, magazines, etc.

Some persons have more access than others to such resources as people, organizations, businesses, and materials as they move through job selection, training and placement.

Please respond to the following.

a) The resources available to me at this time are: (Please check in the appropriate column.)

| | Adequate | Not Adequate | More than Adequate |
|---|---|---|---|
| People | | | |
| Organizations | | | |
| Businesses | | | |
| Materials | | | |

b) The resources available to me can help me with my career plans in the following ways:

## ACCEPTABLE RESPONSES

a) Check student responses against guidance department's best estimate of available resources in the school and in the community. If a student's estimates do not coincide with reality, additional work on this objective is indicated.

b) Response should include at least one item that refers to expanded information, one that deals with expanded options, and one that deals with the concept that the student has access to a helping hand.

List ten school resources (people, courses, materials, activities) which helped you learn about occupations and state what you learned from each one.

| a) School resource | b) How this helped me learn about occupations |
|---|---|
| EXAMPLE:<br>Career Day | Heard a speaker who told us things I didn't know about an occupation. |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

ACCEPTABLE RESPONSES

a) Student should list at least one person, course, material, and activity.

b) Help received must relate to occupations or to occupational awareness.

You have had an opportunity to use community resources to learn about occupations. List the community resources you have used and tell what you learned from each of these.

| a) Community resources | b) What I learned about occupations |
|---|---|
| | |

ACCEPTABLE RESPONSES

a) Student should list at least one communication medium (newspaper, magazine, television, radio, library materials, pamphlets), one person, and one organization (Employment Development Department, science club, etc.) from the community.

b) Responses to this section must refer to occupations or occupational awareness.

1.4a -1

For each of the occupations listed below place an X in one of the columns at the right to show whether, during the next ten (10) years, we will need a GREATER percentage, a SMALLER percentage, or about the SAME percentage of workers in the occupation as we need now.

| OCCUPATIONS | GREATER % | SMALLER % | SAME % |
|---|---|---|---|
| **EXAMPLES:** Accountant<br>Dental hygienist | | | |
| a. Statistician | | | |
| b. Actors and actresses | | | |
| c. Draftsmen | | | |
| d. Cashiers | | | |
| e. Foresters | | | |
| f. Economists | | | |
| g. File clerks | | | |
| h. Office machine operators | | | |
| i. Pharmacist | | | |
| j. Elementary teacher | | | |
| k. Computer programer | | | |
| l. Stenographers | | | |
| m. Civil engineer | | | |
| n. Musicians and music teachers | | | |

Now choose one occupation that you marked as needing a smaller percentage of workers during the next ten years and list reasons why it might still be appropriate for someone to choose this occupation.

a) Occupation in which jobs are declining:

b) Reasons for choosing this occupation:

1.4a -1

ACCEPTABLE RESPONSES

a) b, j, or n.

b) acceptable responses: unusual talent in that area; know someone who will help him/her get a job; not much competition in this community, etc. Must be reasonable and relevant.

In some locales, there are more workers than needed in some jobs; whereas, in other areas, there are not enough workers for those jobs. For instance, engineers are needed in Alaska; but some engineers have a hard time getting a job in California.

List two other occupations for which there are more workers than jobs in one area and more jobs than workers in another, and explain these differences in supply and demand.

a) Occupation:

Where workers are needed for that occupation:

Where there are not enough workers for that occupation:

Why this difference exists:

b) Occupation:

Where workers are needed for that occupation:

Where there are not enough workers for that occupation:

Why this difference exists:

ACCEPTABLE RESPONSES

Two occupations must be listed. Response must be reasonable and relevant (e.g., diver -- California -- Kansas -- not much water in Kansas).

1.4a -3

Mark has just been laid off from his job as an aeronautical engineer in Long Beach. He has been offered a similar job, but at less pay, in Portland, Oregon.

Mark's wife, Mary, is a kindergarten teacher. She has been with the Long Beach School District for four years, so she is sure to have a job there next year. She does not have a teaching credential for the state of Oregon; and she is not sure she could get a job there if she did get the Oregon teaching credential.

Write a brief paragraph telling how Mark's and Mary's attitude toward moving would offset their decisions.

## ACCEPTABLE RESPONSES

Response should include the following alternatives: a) move to Oregon, Mary get credential and seek position. b) stay in Long Beach, Mark try to find related job, Mary continue her job.

Extra credit for a third alternative: Mark seek similar job in another Californ community where Mary could teach with her California credential.

Responses must indicate attitudes, e.g., if Mary doesn't want to move . . . . .; if Mark doesn't want to change jobs. . . . .

By now, you have chosen at least one occupation in which you might be expected to succeed and in which you would probably find satisfaction.

Complete the following sections.

a) What is your tentative choice of an occupation?

b) What is the employment trend for that occupation:

___increasing ___decreasing ___remaining stable

c) What are the chances that you would have to move from one community to another if you pursued this occupation?

___would probably have to move

___would probably not have to move

d) What are the chances of the occupation being phased out or changing to such an extent that you would need either to retrain or to change jobs?

___very likely ____not likely

e) Write a brief paragraph indicating how you would accommodate to expected changes in occupational opportunities after you were established in your occupation.

## ACCEPTABLE RESPONSES

Paragraph should be consistent with responses to a), b), c), and d). Accommodation should be addressed; the following areas of response are acceptable: retrain to maintain job; retrain for another job; improve production to remain competitive; move where the jobs are; move to related job.

Complete the following.

a) Name an occupation for which there is very little need today:

b) Why would it be appropriate for someone to choose this occupation even though there is little opportunity for employment:

ACCEPTABLE RESPONSES

a) Data from the U. S. Dept. of Labor will be used to verify accuracy of response to a) --- such data should be obtained within six months of instruction and assessment.

b) Rssponses should include the fact that there is still some need. Responses must be expanded to include at least two ways the person could be competitive (e.g., be the best in the field; commitment to the field; continuous training; unusual contributions to the field; willing to move; willing to retrain as job changes; willing to move to antoher related job).

1.4b -2

a) Name an occupation for which there are too many workers in one location and not enough workers in another.

| Occupation | Location where there are too many workers | Location where there are not enough workers. |
|---|---|---|
| | | |

b) Explain the differences in supply and demand.

ACCEPTABLE RESPONSES

Acceptable responses include presence of training institutions in one location and not in the other; no business or industry which uses that occupation in one location; relative desirability of locations from the standpoint of personal comfort, social opportunities, etc.

State the occupation of your tentative choice and check the probable supply and demand status of that job at various periods of your work life.

a) Occupation:

b) Demand for workers in this occupation:

| | Currently | 10 years from now | 20 years from now | 30 years from now |
|---|---|---|---|---|
| Greater demand<br>About the same<br>Less demand | | | | |

c) Explain your responses.

ACCEPTABLE RESPONSES

a) any occupation is acceptable.

b) any responses are appropriate here if the explanation in c) logically supports the rating.

It is hard for us to predict future conditions and the effect they will have on occupations.

State the occupation of your tentative choice and tell what you would do if the demand for that occupation should be greatly reduced.

a) Occupation:

b) I could probably stay in the occupation if I would do the following things:

c) If I had to change occupations, I would do the following things:

ACCEPTABLE RESPONSES

a) Any occupation is acceptable.

b) Acceptable responses include: extra effort, updated training, move where the need is greatest, accept part-time work, etc.

c) Acceptable responses include: look for a related occupation, retrain, accept employment in an occupation using some other skills already possessed.

Some people like to move from one community to another, while others like to remain in the same community.

Complete the items below.

a) My tentative occupational choice is:

b) My feelings about moving are:

___1. like to move long distances
___2. like to move short distances
___3. don't like to move
___4. don't care

c) My tentative occupational choice would probably require me:

___1. to move long distances
___2. to move short distances
___3. to remain in the same community
___4. it wouldn't matter

ACCEPTABLE RESPONSES

Any answers to a) and b) are acceptable.

Answers to c) must be appropriate, according to counselor/teacher judgment.

It is hard to find a job now because of a slump in our economy.

If you were trying to get a job now, what are some of the things you could do to increase your chances?

ACCEPTABLE RESPONSES

Responses should include three factors: good preparation, good attitude, and use of resources.

Many persons who have been employed for many years are now out of a job.

If you found yourself in this spot, what would you do to get a job?

## ACCEPTABLE RESPONSES

Responses should include assessment of saleable skills, upgrading current skills or retraining to acquire other skills, use of appropriate resources to locate available jobs, and attitudinal strategies (e.g., "I would be satisfied with a job that was less than what I was trained for.").

1.4c -4

Some persons have to make many changes during their work lives.

How would you feel about the following changes?

a) Staying in the same occupation, but changing from one employer to another:

b) Changing from one occupation to another:

c) Moving from one community to another because my job required it:

ACCEPTABLE RESPONSES

Responses should be reasonable and relevant, and each should refer to the student's feelings about the changes.

List five school and five community activities and tell how each could contribute to your occupational goal. If you have not yet made a choice, use any occupation that interests you.

a) My tentative occupational goal is:

| b) School activities | Possible contribution to my educational goal |
|---|---|
| EXAMPLE: | |
| Future Teachers Club | Can help me learn more about what teaching is like. |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

| c) Community activities | Possible contribution to my educational goal |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

ACCEPTABLE RESPONSES

b) games, group sports, musical or artistic activities, school clubs, school publications, leadership classes, leadership roles, social activities, courses, etc.

**ACCEPTABLE RESPONSES(continued)**

c) Games, group sports, individual sports, musical or artistic activities, hobbies and crafts, church groups, national groups (Scouts, 4 - H, etc.), local groups, individual pursuits (baby sitting, driving a car, typing, fixing hair, working with electronics), part-time work, vacation activities, reading are acceptable responses.

It is time to make plans that will lead you to your tentative occupational choice.

Complete the items below to show courses, activities, and work experiences that will contribute to the development of at least one characteristic needed for success in the occupation of your choice.

a) My tentative occupational choice is: (If you have not made a choice, state a field of work in which you are interested.)

b) To prepare for this occupation, I could follow this plan next year:

| | School courses | Extra - curricular activities | Work experiences |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7 | | | |

c) The following year, this would be a good plan:

| | School courses | Extra - curricular activities | Work experiences |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |

## ACCEPTABLE RESPONSES

a) Any occupation or occupational field is acceptable. b) and c) courses must include requirements and at least one elective related to the occupation. Extra-curricular activities and work experiences should be relevant to the occupation.

Your success in current courses will affect future course choices and occupational choices. For each course you are taking,

For each course you are taking, check the grades you think you are getting and state one way in which this grade will affect future course choices or occupational choices.

EXAMPLE:

Algebra -- F -- won't be eligible to take Algebra II.

| a) Courses | Grade I am earning | | | | b) How this will affect future course or occupational choices |
|---|---|---|---|---|---|
| | A-B | B-C | C-D | D-F | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |

**Acceptable Responses**

b) Acceptable answers are: For poor grades -- can't take __________ course needed for my occupation; so will have to go to summer school to make it up; or will have to take it over; need these skills -- will have to get them some other way.

For poor grades -- prepares me for advanced course in this area; prepares me for some of my job activities; I will need/use this on my job; success in this course means there are other related occupations I could follow.

Planning is important if you want to get the best training and the best job in the occupation of your choice.

Complete the following plan.

a) My tentative occupational choice is:

b) After high school I will get additional training through:

___1. on the job training
___2. community college
___3. apprenticeship
___4. armed services
___5. four year college or university
___6. trade or technical school

c) I expect my training to:

1. take___years (or ___ months) after high school

2. cost__________per year (or ______ per month)

3. require other sacrifices, such as (EXAMPLE: I won't have time to earn much money while I'm in training.):

d) After I complete my training, I expect to use the following resources to find a job:

ACCEPTABLE RESPONSES

b) must be consistent with occupation listed.

c) should be reasonable -appropriate for the occupational training checked in in b).

d) may indicate a person, materials, a public or private organization, or a specific business or industry.

The following list of steps in problem solving for career planning are placed in random order. Place them in the proper order.

| Step Number | |
|---|---|
| _______ 1. | a. Take action on your plans |
| _______ 2. | b. Choose among alternative plans or goals |
| _______ 3. | c. Define the problem |
| _______ 4. | d. Review your plan periodically |
| _______ 5. | e. Gather relevant information |
| _______ 6. | f. Weigh the evidence gathered |
| _______ 7. | g. Revise plans and actions when required |

ACCEPTABLE RESPONSES

c, e, f, b, a, d, g

Complete the following exercise.

John is a twelve-year-old junior high school student who says that he wants to be an engineer. Based on this information, would you say that he would be successful as an engineer?

___1. Very likely to succeed

___2. Likely to succeed

___3. Might succeed

___4. More information needed

John is now 14 and entering high school. He still maintains that he wants to be an engineer because he likes mechanical things and wants to be able to be creative and is enrolling in mathematics and science courses. Based on this information, would you say that he would be successful as an engineer?

___1. Very likely to succeed

___2. Likely to succeed

___3. Might succeed

___4. More information needed

John is now $15\frac{1}{2}$ and in his sophomore year. His grades are above average in all areas with the exception of math and science which are average. He feels that he can do better work if he "works harder." Based on this information, would you say that he would be successful as an engineer?

___1. Very likely to succeed

___2. Likely to succeed

___3. Might succeed

___4. More information needed

John is now 16½ and in the second semester of the junior year. His grade point is well above average, but his grades in math and science are average to below average. On a recent aptitude test, John scored very high in literary, verbal usage, and reading comprehension areas. He scored low in mechanical reasoning, spatial relations, mathematical computation, and science. He still maintains that he intends to major in engineering in college. Based on this information, would you say that he would be:

___1. Very likely to succeed?

___2. Likely to succeed?

___3. Might succeed?

___4. More information needed?

John is now 17½ and in his senior year of high school. He has taken the scholastic aptitude test and scored in the top ten percent in the verbal area, but in the bottom thirty percent in mathematics. He says that he received the high score on the verbal SAT because of his interest in journalism and the four years that he has spent working on the school paper. He has also been active in drama and debate. However, he still plans to major in engineering. Based on this information, would you say that he would be:

___1. Very likely to succeed?

___2. Likely to succeed?

___3. Might succeed?

___4. More information needed?

John is now a sophomore at the state university. He is currently enrolled in a liberal arts course having switched from the school of engineering after his first semester. He is active on the debate team, campus student government organization, and now talks about majoring in government with a possible pre-law major and eventually law school. Based on this information, would you say that he would be:

___1. Very likely to succeed?

___2. Likely to succeed?

___3. Might succeed ?

___4. More information needed?

The following questions relate to the previous story about John:

What motivated John to express an interest in engineering?

___1. His interests

___2. His values

___3. His abilities

With respect to his future plans, what did John fail to do?

___1. Plan his future choice of an occupation

___2. Make a decision on what he was going to do

___3. Implement his decision (do something that would lead toward his goal)

___4. Evaluate his continuing progress in relation to his expressed plans

What did John fail to evaluate adequately in his career planning?

___1. His interests

___2. His values

___3. His abilities

Now list the steps in making a decision and use these steps to select your electives for next year.

a) Decision-making steps | b) Apply steps to selecting electives

1.

2.

3.

4.

5.

6.

7.

ACCEPTABLE RESPONSES

a) define problem, gather relevant information, weigh the evidence gathered, choose among alternative plans or goals, take action on your plans, review your plans periodically, revise plans and actions when required. (If a different decision model has been used, substitute the steps of that model.)

b) must be related to each step.

1.5b -3

Analyze your personal characteristics and qualifications and the problems and opportunities in the community that relate to your occupational choice, and identify anything that might interfere with your entry into that occupation.

a) Occupation of my tentative choice:

b) Personal characteristics or qualifications that might interfere with my entry into that occupation: (EXAMPLE: I want to be a jockey, but I am taller than most jockeys.)

c) Community factors or conditions that might interfere with my entry into that occupation: (EXAMPLE: I want to be a rodeo rider, but my community has no training facilities.)

d) Outline the steps of a decision - making process to show what you would do to overcome one of the problems you listed above.

## ACCEPTABLE RESPONSES

Student should list at least one characteristic under b) and one community factor or condition under c).

d) The problem was defined in b) or c). Steps under d) should include gathering information, weighing evidence, choosing an alternative plan or goal, and action to be taken.

State the steps of a decision - making process and use these steps to develop plans for training and entry into the occupation of your choice.

a) Occupation of my tentative choice:

b) Step 1.

Step 2.

Step 3.

Step 4.

Step 5.

Step 6.

ACCEPTABLE RESPONSES

Steps used should be consistent with one of the decision models taught. Each step should have at least one entry showing action the student would take in implementing that step.

a) John and his counselor have agreed that John should give serious consideration to engineering as a career objective. To attain this goal, John should plan to take and do well in : (select one answer)

___1. fine arts and social studies
___2. science and mathematics
___3. foreign languages and communications skills
___4. practical arts and fine arts

b) Mary is an eighth-grade student who has performed well in communications and mathematics classes. She likes to work with words and has a good memory. Her folks have taken her on a number of trips, and she thinks she would like to become an interpreter and work in a foreign country. A school program that would take advantage of her interests and abilities and would help her with her plans would include: (select one answer)

___1. social studies, communications, and foreign language
___2. mathematics, foreign language, and social studies
___3. science, social studies, and mathematics
___4. communications, foreign language, and fine arts

c) Tom is a junior high school student. Some of his subjects show the following results: English - fair; general science - fair; general mathematics - good; general shop - excellent; arts and crafts - good; and American history -fair. Tom is presently considering the following occupations: machinist, auto mechanic, draftsman, and bookkeeper. His high school program should be sure to include as many courses as possible in: (select one answer)

___1. mathematics and science
___2. communications and social studies
___3. foreign language and fine arts
___4. industrial arts and business

d) Bob is a friendly eighth grade boy who gets average marks. He works fairly hard and finds that he has some trouble with science and math courses. He doesn't like the practical arts courses. His best classes are in communications courses. He likes public speaking. The high school program he has outlined includes many communications courses and some business courses. These courses would suggest that Bob is seriously thinking about being: (select one answer)

___1. an author
___2. a salesman
___3. a designer
___4. a druggist

e) Mary is a senior. She is taking English, French, world history, speech, and art. She does very well in English, especially literature. Her French is good and she does well in speech. With this pattern of abilities, she should give consideration to: (select one answer)

___1. archeologist
___2. accountant
___3. newspaper reporter
___4. social worker

ACCEPTABLE RESPONSES

a -2; b -1; c -4; d -2; e -4

Complete the following.

a) Of all the courses I have taken, I did best in:

b) Of all the courses I have taken, I did worst in:

Now, write a brief report (one paragraph) explaining: 1. how being successful in that subject made you feel, and whether the subject is related to your occupational choice; and 2. how being unsuccessful in the other subject made you feel, and whether this helped you decide which occupation to choose.

## ACCEPTABLE RESPONSES

Paragraph should contain feelings about both a positive and a negative experience as well as whether or not these experiences affected occupational choice.

You have developed many competencies during your years in school.

List all the competencies you have which might be useful on a job and identify the school subject in which each was learned, improved, or maintained.

| a) Competency | b) School subject |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |

## ACCEPTABLE RESPONSES

Student should list at least five job-related competencies and identify subjects in which that competency could be learned, improved, or maintained.

You should be enrolled in at least one elective course and be participating in at least one extra-curricular activity that will help you learn, maintain, or improve competencies you will need in the occupation of your choice.

Please complete the following.

a) My tentative occupational choice is:

b) One of my electives related to my occupational choice is:

c) The competency which I will need in my occupation and which I am developing in this class is:

d) One of my extra-curricular activities related to my occupational choice is:

e) The competency I am learning or maintaining through this activity is:

ACCEPTABLE RESPONSES

c) and e) must be related to a) and must be competencies learned or practiced in b) and d).

Define the following terms:

a) Job level

b) Job family

c) Job cluster

d) Career ladder

e

e) Job field

f) Job emphasis

ACCEPTABLE RESPONSES

a) Job level refers to a group of occupations within a job field, all of which require about the same level of education and ability.

b) Job family is the same as job field.

c) Job cluster -- job categories -- into which jobs can be clustered

d) Career ladder refers to defined skill levels within a job cluster.

e) Job field refers to a group of occupations in which people with similar interests want to work.

f) Job emphasis refers to people, data, things.

2.2a -2

Select the level, field, and work emphasis you would prefer:

a) Level:

b) Field:

c) Work emphasis:

Using your responses to a), b), and c) above, select an occupation that might interest you:

d) Occupation:

ACCEPTABLE RESPONSES

d) must relate to a), b), and c).

2. 1 a -3

DIRECTIONS: Listed below is a series of ten (10) job classifications and the occupational structure for each. This includes the LEVEL, FIELD, AND WORK EMPHASIS. You are to select the item in the structure which does not match with the structure and mark an X in the box preceding it. There is only one (1) error in each item.

| JOB | LEVEL | FIELD | WORK EMPHASIS |
|---|---|---|---|
| EXAMPLE: Commentator | ( ) Highly skilled | ( ) Communications | ( ) Data |
| 1. Kiln Layer | ( ) Skilled | ( ) Commerce & Trade | ( ) Things |
| 2. Cosmetologist | ( ) Highly-skilled | ( ) Public Service | ( ) People |
| 3. Baseball Player | ( ) Semi-skilled | ( ) Recreation | ( ) Things |
| 4. Merchant Marine | ( ) Professional | ( ) Commerce & Trade | ( ) Things |
| 5. Coal Miner | ( ) Unskilled | ( ) Natural Resources | ( ) Data |
| 6. Riveter | ( ) Skilled | ( ) Manufacturer | ( ) Things |
| 7. Congressman | ( ) Professional | ( ) Creative Arts | ( ) Data |
| 8. Psychologist | ( ) Manager | ( ) Health | ( ) People |
| 9. Home Economist | ( ) Professional | ( ) Public Service | ( ) Data |

2.2a -2

ACCEPTABLE RESPONSES

1. field
2. field
3. level
4. level
5. emphasis
6. level
7. field
8. level
9. field

2.2a -3

Complete the following.

a) My tentative occupational choice is:

b) This occupation is at the ______________________________ level.

c) This occupation belong to the ___________________________ job cluster.

d) Using the career ladder concept, I might later move to this occupation:

ACCEPTABLE RESPONSES

Check responses to b), c), and d) against classifications listed in the DOT and OOH.

Complete the following.

a) I expect to complete my training for the occupation of my choice at:

b) The first job I expect to have after I complete training for the occupation of my choice is:

c) If I want to advance in my occupational field, I can get additional training by:

d) Other jobs I might move up to are: 1.

2.

3.

ACCEPTABLE RESPONSES

Responses should show logical progress with d) showing upward movement from b) on a career ladder.

a) Put an "x" in the space in front of the career cluster that interests you most.

___Business and office
___Communications & media
___Marketing and distribution
___Agricultural business natural resources
___Public service
___Health
___Hospitality and recreation
___Fine arts and humanities
___Environmental control
___Marine science
___Personal services
___Consumer and homemaking related services

b) List four jobs from that career cluster.

c) List two or three competencies that are needed in all four of the jobs you listed in b).

ACCEPTABLE RESPONSES

Jobs listed in b) must be from the cluster checked in a) (Check DOT or OOH).

c) Competencies must be relevant to all four jobs listed in b).

2.2b -2

a) Put an "x" on the line in front of the job cluster that interests you most:

___Business and office
___Communications & media
___Marketing and distribution
___Manufacturing
___Agricultural business and Natural resources
___Public service
___Health
___Hospitality and recreation
___Fine arts and humanities
___Environmental control
___Marine science
___Personal services
___Consumer and homemaking related services

b) From the job cluster you checked, select one job at each of the following levels:

Unskilled:

Semi - skilled:

Skilled:

Professional or managerial:

c) What do the above jobs have in common?

**ACCEPTABLE RESPONSES**

Jobs listed in b) must be from the job cluster checked in a) (verify with DOT or OOH).

c) Response must be relevant.

2.2b -3

a) Put an "x" on the line in front of the three career clusters that interest you the most.

___Business and office
___Communications & media
___Marketing and distribution
___Agricultural business natural resources
___Public service
___Health
___Hospitality and recreation
___Fine arts and humanities
___Environmental control
___Marine science
___Personal services
___Consumer and homemaking related services

b) From each of the three career clusters you chose, select one occupation for which you already have some of the necessary characteristics or qualifications, and list at least one additional characteristic or qualification you would need to acquire.

| Cluster | Occupation | Characteristics I have | Characteristics I need |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |

**ACCEPTABLE RESPONSES**

Occupations must be from the cluster indicated. Characteristics must be reasonable and relevant.

2.2b -4

Complete the following.

a) The career cluster that interests me most is:

b) Three occupations from that career cluster which interest me are:

1.

2.

3.

| c) Occupations | 1. | 2. | 3. |
|---|---|---|---|
| Training requirements | | | |
| Job duties and responsibilities | | | |
| Work conditions | | | |
| Pay | | | |
| Other benefits | | | |
| Job market trend | | | |

## ACCEPTABLE RESPONSES

b) Occupations must be from cluster identified in a) (check DOT or OOH).

c) Training requirements (four years of college, apprenticeship, on-the-job training, community college, trade or technical school, armed services) must be appropriate to the occupation.

Duties and responsibilities should include major products or services associated with the occupation.

Work conditions should include environmental extremes such as cold, hot, wet, noisy; unusual hours; physical demands; physical facilities; whether working in isolation or with a group; supervision; etc.

Pay should be appropriate for average worker in the occupation.

Other benefits should include fringe benefits; travel; interesting work; opportunity to develop other skills; access to interesting people, etc.

Job market trend should state whether declining, improving, stable.

2.3a -1

List ten common occupations and state how our society benefits by each.

| Occupation | Purpose served by this occupation |
|---|---|
| EXAMPLE: policeman | Protects people and property |

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

ACCEPTABLE RESPONSES

Purpose must clearly be related to the occupation and must be a societal purpose, not an individual purpose.

2.3a -2

List three occupations that have been changed because of technological advances and explain how these changes are related to societal needs.

| Occupation | Change | Why did it change? |
|---|---|---|
| EXAMPLE:<br>Typist | Faster and more versatile machines; machines that correct & reproduce. | Society needed more cost-efficient means for getting clerical jobs done. |
| 1. | | |
| 2. | | |
| 3. | | |

**ACCEPTABLE RESPONSES**

Changes must be related to societal needs, and societal needs must be stated.

Write a paragraph which answers each of the following questions.

a) What is your tentative occupational choice?

b) How does that occupation help society?

c) How your working in that occupation will contribute to society's way of life.

ACCEPTABLE RESPONSES

Responses must be reasonable (appropriate to the occupation) and relevant (related to society's needs or purposes).

Describe how the following economic and political forces affect the job market.

a) Demilitarization

b) Social Security

c) Supply and demand economy

d) Free enterprise

ACCEPTABLE RESPONSES

a) Acceptable responses are unemployment; disbalance between job pool and job openings, etc.

b) Early retirement; reduced take-home pay for workers; etc. are appropriate responses.

d) Acceptable responses are open market; opportunity to own business; competition stiff, etc.

Sometimes we are not aware of the need for our political or social action, and constraints are imposed on us that we do not like. One of these constraints was the gasoline rationing that accompanied the gas shortage a year ago. Many oil company employees were out of work.

What is another economic or political constraint that has affected employment opportunities, and what action on the part of citizens would be needed to remove that constraint?

ACCEPTABLE RESPONSES

The constraint must be real (e.g., development of cable television; racism and sexism in employment; electric automobiles; harnessing atomic energy) and the action must be something that individuals or groups of individuals could do to make some change in the situation.

2.3b -3

Racism and sexism have limited the employment opportunities of many people. However, there is now a trend toward opening options for people, regardless of race or sex.

What economic or political forces caused this change in employment opportunities?

## ACCEPTABLE RESPONSES

Response should include two principle points -- 1. individuals and groups of individuals became active in their demands for equal rights.

2. laws were enacted to force employers to open employment opportunities.

As the economics and politics of our nation are changing, many occupations are being affected.

a) What economic or political force could affect you in your chosen occupation:

b) How might you reduce that constraint?

ACCEPTABLE RESPONSES

a) The force must be one related to the occupation (e.g., Federal controls on airlines could affect salaries and job opportunities; ceilings on Medi-Cal payments can affect doctors' incomes).

b) This must be something that could be done by the individual worker (including getting a group together to fight the system).

List the things you would most like to do in your leisure time and estimate the amount of time you would need each week for this activity.

| Activity | Time per week |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

ACCEPTABLE RESPONSES

Responses must be reasonable for an avocation.

a) For each of the occupational levels listed below, place an X in one of the columns at the right to show which level is likely to have the MOST leisure time (column 1), which will have the NEXT TO THE MOST leisure time (column 2), which will have the THIRD MOST leisure time (column 3), and so on to which will have the LEAST leisure time (column 6).

| | Leisure Time | | | | | |
|---|---|---|---|---|---|---|
| Occupational Levels | Most | | | | | Least |
| 1. Professional and Managerial Workers (Bank Presidents, Lawyers, Doctors, Judges, Company Presidents, Dentists, School Superintendents) | | | | | | |
| 2. Semi-Professional (Teachers, Counselors, Accountants, Forest Rangers, Hygenists, Social Workers, Probation Officer) | | | | | | |
| 3. Highly Skilled (Store managers, Foremen, Bookkeepers, Nurses, Lab Technicians, Court Recorders, Commercial Pilot) | | | | | | |
| 4. Skilled (Carpenters, Brick Layers, Mechanics, Crane Operators, Secretaries, Policemen) | | | | | | |
| 5. Semi-skilled (Truck drivers, Taxi Drivers, Car Salesmen, Typists, Ambulance Drivers, Grocery checkers) | | | | | | |
| 6. Unskilled (Laborers, Hod carriers, file clerks, Baby sitter, Box boy, Sales Clerk, Seaman, Dishwasher) | | | | | | |

ACCEPTABLE RESPONSES

1; 2; 6; 3; 4; 5

b) For Each of the Occupations listed below place an X in the column at the right to show the amount of LEISURE TIME you think each worker might have. (Average leisure time is for a worker who is employed eight (8) hours a day, five (5) days a week, with a two (2) to three (3) week paid vacation with holidays off).

EXAMPLES:

| | Above Average | Average | Below Average |
|---|---|---|---|
| 1. File Clerk | | X | |
| 2. Teacher | X | | |
| 3. Automobile Salesman | | | X |

Put an X in the space at the right indicating what you think is probably the amount of leisure time each worker has.

| | ABOVE AVERAGE | AVERAGE | BELOW AVERAGE |
|---|---|---|---|
| 1. Postman | | | |
| 2. Over the road Truck Driver | | | |
| 3. Automobile Mechanic | | | |
| 4. Sales Clerk | | | |
| 5. Surgeon | | | |
| 6. Dentist | | | |
| 7. Accountant | | | |
| 8. Book Salesperson | | | |
| 9. Doctor | | | |
| 10. Television Repairman | | | |
| 11. Librarian | | | |
| 12. Gasoline Station Attendant | | | |
| 13. Machinist | | | |
| 14. School Counselor | | | |
| 15. Bank President | | | |
| 16. Carpenter | | | |
| 17. Forklift Operator | | | |

b) continued

| | ABOVE AVERAGE | AVERAGE | BELOW AVERAGE |
|---|---|---|---|
| 18. Cement finisher | | | |
| 19. Brick Layer | | | |
| 20. Cook | | | |
| 21. Janitor | | | |
| 22. Milk Delivery Man | | | |
| 23. Social Worker | | | |
| 24. Policeman | | | |
| 25. School Principal | | | |
| 26. Cosmetologist | | | |
| 27. Barber | | | |
| 28. Laborer | | | |
| 29. Painter (house) | | | |
| 30. Grocery Checker | | | |

**ACCEPTABLE RESPONSES**

1. average
2. above average
3. average
4. average
5. above average
6. above average
7. average
8. average
9. above average
10. average
11. average
12. average
13. average
14. above average
15. above average
16. average
17. average
18. average
19. average
20. average
21. average
22. average
23. below average
24. average
25. above average
26. below average
27. average
28. average
29. below average
30. average

For each of the following occupations, list one leisure activity that would be readily available to the worker and one that would not be available or appropriate.

| a) Occupation | b) Available Leisure Activity | c) Unavailable or inappropriate leisure activity |
|---|---|---|
| EXAMPLE: surgeon | golf | football |
| 1. Forest ranger | | |
| 2. Postman/postwoman | | |
| 3. Bus driver | | |
| 4. Store clerk | | |
| 5. Lawyer | | |
| 6. Steward/stewardess | | |
| 7. Welder | | |
| 8. Typesetter | | |
| 9. Newspaper reporter | | |
| 10. Ship captain | | |

## ACCEPTABLE RESPONSES

Responses must be reasonable, taking into consideration the physical demands, activities that differ from those required on the job, physical availability, etc.

You have many needs and interests. Some of these may be satisfied on your job -- others may be satisfied through leisure activities.

Complete the sections below.

a) My tentative occupational choice:

b) Leisure activities that would be readily available to a person in that occupation:

1.

2.

3.

4.

c) Leisure activities that would not be readily available or that would be inappropriate:

| | Leisure activity | Why unavailable or inappropriate |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

ACCEPTABLE RESPONSES

b) Response must be reasonable.

c) The reason that each activity is incompatible with the occupation must be relevant.

Leisure activities serve many functions.

Match each activity with the principle function it serves by placing an "x" in the appropriate column.

| Leisure activities | a) Rest/ recreation | b) Personal development | c) Career development | d) Vocational interests | e) Societal needs |
|---|---|---|---|---|---|
| EXAMPLE: Stamp club | x | | | | |
| 1. Tennis | | | | | |
| 2. Chess | | | | | |
| 3. Musicians club | | | | | |
| 4. Travel | | | | | |
| 5. Volunteer | | | | | |
| 6. Reading | | | | | |
| 7. Study | | | | | |
| 8. Fund raiser | | | | | |
| 9. Service club | | | | | |
| 10. Visit businesses & industries | | | | | |

ACCEPTABLE RESPONSES

1. -a; 2. - a; 3 -d; 4 - b; 5 - e; 6 - b, c, or d; 7 -c; 8 -3; 9 - e; 10 - c.

List leisure activities you hope to enjoy as a working adult, and put an "x" in the appropriate column to indicate the purpose each will serve.

a) My expected occupation:

b)

| Leisure activity Leisure activity | Rest or recreation | Personal development | Career development | Vocational interests | Societal needs |
|---|---|---|---|---|---|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |

ACCEPTABLE RESPONSES

Responses must be reasonable (in terms of availability and appropriateness of activity in relation to occupation) and relevant (in terms of purpose to be served).

For each purpose listed below, write one leisure activity you would like to do when you are a working adult.

a) My chosen occupation:

b)

| Purpose | Leisure activity |
|---|---|
| Rest or recreation | |
| Personal development | |
| Career development | |
| Vocational interests | |
| Societal needs | |

ACCEPTABLE RESPONSES

Each activity must relate to purpose indicated, and all activities must be avaliable/appropriate to occupation.

311 - 1A/B

a) What is the most likely level of education or training generally expected or required for each of these occupations? Show one for each occupation as shown in the sample.

| Occupation | High School or Less | Apprenticeship | Technical or Trade School | Some College | Four Years or More of College |
|---|---|---|---|---|---|
| EXAMPLE: (1) Counselors (Schools) | ____(a) | ____(b) | ____(c) | ____(d) | X (e) |
| (2) Social workers | ____(a) | ____(b) | ____(c) | ____(d) | ____(e) |
| (3) Auto salesman | ____(a) | ____(b) | ____(c) | ____(d) | ____(e) |
| (4) Barber | ____(a) | ____(b) | ____(c) | ____(d) | ____(e) |
| (5) Certif. Public Accountants | ____(a) | ____(b) | ____(c) | ____(d) | ____(e) |
| (6) Cashier (bank) | ____(a) | ____(b) | ____(c) | ____(d) | ____(e) |
| (7) Clerk (file, stock, etc.) | ____(a) | ____(b) | ____(c) | ____(d) | ____(e) |
| (8) Messenger boys | ____(a) | ____(b) | ____(c) | ____(d) | ____(e) |
| (9) Engineers | ____(a) | ____(b) | ____(c) | ____(d) | ____(e) |
| (10) Contractor (building) | ____(a) | ____(b) | ____(c) | ____(d) | ____(e) |
| (11) Blacksmith | ____(a) | ____(b) | ____(c) | ____(d) | ____(e) |
| (12) Deliveryman | ____(a) | ____(b) | ____(c) | ____(d) | ____(e) |
| (13) Laborer | ____(a) | ____(b) | ____(c) | ____(d) | ____(e) |
| (14) Landscape architect | ____(a) | ____(b) | ____(c) | ____(d) | ____(e) |
| (15) Forest Ranger | ____(a) | ____(b) | ____(c) | ____(d) | ____(e) |

Complete the following.

b) The job cluster in which I am most interested is:

For each level listed below, select one occupation from the job cluster of your choice and identify two acceptable training routes for each.

| c) | Occupation | Training Route | Alternate Training Route |
|---|---|---|---|
| Unskilled | | | |
| Semi skilled | | | |
| Skilled | | | |
| Professional/ Managerial | | | |

**ACCEPTABLE RESPONSES**

c) Levels of occupations listed should be checked against the OOH, DOT, or other resource used for this unit of guidance instruction. Training routes should be appropriate combinations of on-the job training; apprenticeship training; trade or technical school; community college; college or university; correspondence; armed services course work; armed services experience; independent study; high school courses; on-the-job experience.

a) e; a; c ; e; a; a; a; e; b; b; a; a; a; e

Complete the following.

a) The occupation I think I would like to enter is:

b) The best source of information about training requirements for that occupation is:

Using that source of information, list all possible training routes for the occupation you chose and complete the following.

| c) Possible training routes | Entrance Requirements |
|---|---|
| 1. | |
| 2. | |
| 3. | |

## ACCEPTABLE RESPONSES

There are very few occupations for which only one training route is possible, including medicine, law, and teaching. If the instructional unit has broadened the student's perspective, he should be able to list two or more training routes for the occupation of his choice. The key is appropriateness of the training routes listed. The list should include the most obvious, (e.g., college and medical school for an M.D.); but should also list another alternative.

Except for professions, listing two or more institutions of equal level is not acceptable (e.g., Cal Tech and M. I. T.). For professions, two institutions of equal level may be listed if the entrances requirements differ significantly (e.g., University of San Diego and Northrop Institute of Technology).

| Occupation | Training Route | Length of Training | Cost | Location | Placement Services | Other |
|---|---|---|---|---|---|---|
| 1. Licensed vocational nurse | 1. WIN Program | 10 months | none | adult school, hospital | sometimes | |
| | 2. Community college | 1 year | average $100 | local | yes | |
| 2. Small engine mechanic | 1. Apprenticeship | 2 years | none | varies | yes, usually | |
| | 2. ROP Program | 1 year | none | local | no | |
| 3. Meatcutter | 1. Trade school | 1 year | average $100 | local | no | |
| | 2. Apprenticeship | 1 year | none | varies | yes, usually | |
| 4. Newspaper Reporter | 1. Jr. college | 2 years | avg. $100 annually | local | no | |
| | 2. On-the-job | Average 3 years | none | varies | yes, usually | |
| 5. Recreation | 1. College or university | 4 years | $250 to $3,000 per yr. | local | yes | |
| | 2. Experience & on-the-job | 6 years | none | varies | no | |
| 6. Secretary | 1. High school | none past high school | none | local | sometimes | |
| | 2. Business school | *1 to 3 years | avg $1000 year | varies | yes | |

2.5a -3

Complete the following.

| Occupation | Training Route | Length of Training | Cost | Location | Placement Services | Other |
|---|---|---|---|---|---|---|
| 1. Licensed vocational nurse | 1.<br>2. | | | | | |
| 2. Small engine mechanic | 1.<br>2. | | | | | |
| 3. Meatcutter | 1.<br>2. | | | | | |
| 4. Newspaper reporter | 1.<br>2. | | | | | |
| 5. Recreation worker | 1.<br>2. | | | | | |
| 6. Secretary | 1.<br>2. | | | | | |

It is time to decide how and where you will train for the occupation you hope to enter.

Please complete the following.

a) The occupation I want to enter is:

b) Two possible training routes are:

1.

2.

c) I plan to follow training route #___.

d) Reasons for choosing this training route are: (check one or more)

___1. it is consistent with my values
___2. it is consistent with my interests
___3. it is consistent with my abilities
___4. it is consistent with my finances
___5. other (please specify)

**ACCEPTABLE RESPONSES**

b) Check training routes against the DOT or OOH.

d) Responses to d) must be validated by teacher and/or counselor judgment.

Write a paragraph about your life style (personal care -- the way you dress, your relationship with parents and with friends, where you live, productive activity, how you use your free time) and tell what this life style communicates to others about your interests, attitudes, and values.

## ACCEPTABLE RESPONSES

Paragraph should include at least three of the following components of life style: personal care and adornment, nature of abode, interrelations with family and friends, productive activity, recreation, intellectual activity, and use of solitude. At least two of the three attributes communicated (interests, attitudes, and values) should be addressed.

Complete the following indicating how each is communicated through your life style.

| | How communicated (check one or more) | | | | | |
|---|---|---|---|---|---|---|
| | Dress | Home | Relations with family | Relations with friends | Recreation | Productive activity |
| My interests: | | | | | | |
| My abilities: | | | | | | |
| My values: | | | | | | |
| My attitudes: | | | | | | |

## ACCEPTABLE RESPONSES

Responses must be reasonable and relevant.

Complete the following.

a) My tentative occupational choice is:

b) My preferred life style is: (fill in the blanks)

1. ______________________________ dress
2. ______________________________ home
3. ______________________________ family relations
4. ______________________________ relations with friends
5. ______________________________ productive activity
6. ______________________________ recreation
7. ______________________________ intellectual activity
8. ______________________________ use of solitude

c) Parts of my preferred life style that may conflict with my occupational choice:

d) Write a short paragraph telling how your occupation and your life style influence each other.

**ACCEPTABLE RESPONSES**

b) Each blank should be completed with a reasonable (appropriate for the age level) and relevant (appropriate for the category) response.

c) Logical conflicts should be listed.

d) Paragraph should include constraints of time, locale and activity imposed by occupation, and indications of how conflicts, if any, could be resolved or compromised.

List your characteristics in each of the following categories and state how each could be expressed through work and/or leisure activities.

| Characteristic | May be expressed through the following leisure or work activity |
|---|---|
| a) Abilities: | 1. |
| 1. | |
| 2. | 2. |
| b) Interests: | 1. |
| 1. | |
| 2. | 2. |
| c) Attitudes: | 1. |
| 1. | |
| 2. | 2. |
| d) Values: | 1. |
| 1. | |
| 2. | 2. |

**ACCEPTABLE RESPONSES**

Student should list two characteristics under each category. Responses in second column must be reasonable (something the student might pursue in work or leisure) and relevant (in terms of the characteristic the activity is intended to express).

a) From the job cluster that interests you most, choose three occupations which you might find satisfying.

1.

2.

3.

b) Analyze each of these three occupations in terms of your interests and values and check the appropriate column for each.

| | Occupation I | | Occupation II | | Occupation III | |
|---|---|---|---|---|---|---|
| My interests: | match | mis-match | match | mis-match | match | mis-match |
| 1. | | | | | | |
| 2. | | | | | | |
| My values: | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |

ACCEPTABLE RESPONSES

a) Check occupations against job cluster by using DOT or OOH.

b) Each occupation should be checked against eqch interest and value. Relationships should be logical.

The satisfaction people derive from their jobs varies according to their interests and values.

What kinds of satisfaction would you expect in each of the following circumstances:

a) working for yourself

1.

2.

3.

4.

b) working for a large organization

1.

2.

3.

4.

c) working for the government

1.

2.

3.

4.

**ACCEPTABLE RESPONSES**

(see next page)

## Criteria for Job Satisfaction

Job is interesting or fun to do.
Job is worthwhile; of help to mankind; environmental or ethical concerns.
Job is secure.
Job gives sense of power, prestige, status; opportunity for advancement.
Job allows independent work -- can set own pace; being on my own; opportunity to make my own decisions sometime; nobody bothers me at work.
Job provides a challenge and sense of responsibility.
Job provides self-improvement.
Job doesn't require taking responsibility; simple; not much pressure.
Job provides good working conditions, hours, location, fringe benefits.
The pay is good.
Safety.
Specific duties or requirements of the job; (typing; I like taking care of babies; manual skills involved in the job; get to travel)
Recognition by others (customers thank me for good service)
Ability to produce a high quality product or provide a quality service (making sure cans sit neatly on shelf)
Seeing the company or myself succeed
Interpersonal relations (meeting people; the people I work with)
Experience; learning specific job skills
Developing skills in interpersonal relations
Use my creativity; be resourceful

Most jobs do not provide all the satisfaction we need.

a) If you were to enter the occupation of your tentative choice, which of the following might be true? (Place a check in front of each statement that might be true.)

___1. Job is boring, monotonous, repetitive, dehumanizing.
___2. Job is not satisfying (feel of no help to other; concern for environment or personal ethics).
___3. Insecurity of the job.
___4. Not enough power, status; no opportunity for advancement (low man on the stick; have to do all the dirty work).
___5. Have to take orders; not enough independence.
___6. Too much independence (work by myself; no supervison).
___7. Not enough challenge or responsibility (no chance to use talents; waste of potential.
___8. No chance to improve one's mind.
___9. Too much responsibility or challenge (too much competition; it made me nervous; you really work there).
___10. Poor working conditions, hours, location, fringe benefits (dirty; get up early; weather conditions; have to stand in one place all the time.
___11. Pay is low.
___12. Too dangerous.
___13. Specific duties or requirements of the job.
___14. No recognition by others.
___15. Low quality or overpriced product or service turned out on the job.
___16. Seeing the company or myself fail.
___17. Interpersonal relations.

b) For each statement checked above, tell how you might gain satisfaction in that area through other activities.

Item No. Other activity that might bring satisfaction in this area

___

___

___

___

**ACCEPTABLE RESPONSES**

b) Other activity must be something related to the item numbered.

a) Define human capital:

b) Occupation of your tentative choice:

c) Annual wages you expect to make after five years in that occupation:
$______________. After ten years $______________.

d) Non - monetary rewards you expect from your occupation:

1.

2.

3.

4.

5.

ACCEPTABLE RESPONSES

a) Definition should cover the concept that on the labor market, the person is worth the sum of his saleable skills and personal characteristics that contribute to job success, and that this "capital" can be enhanced by investment of time, money, and/or effort to increase saleable skills and characteristics.

b) Any reasonable response is acceptable.

c) should be consistent with current wage levels and with student's probable level of success in the occupation as judged by counselor and records.

d) Acceptable responses include prestige, opportunity for travel, opportunity for creativity, leisure time, opportunity to serve others, good working conditions, opportunity for advancement, opportunity to study, learn, gain new skills, social life, recognition, meeting people, etc.

List five reasons why people work.

1.

2.

3.

4.

5.

ACCEPTABLE RESPONSES

Acceptable responses are: to earn a living; to keep busy; to serve mankind; to be productive; to furnish an outlet for talents/creativity; because they enjoy it; to keep from being bored; to get away from their family; to be with people; to learn new things; to express values; to exercise leadership; to achieve a sense of belonging; to be independent.

a) What are the two principal reasons you will want to work?

1.

2.

b) Choose three occupations from the job cluster that interest you and tell how each would satisfy your reasons for working.

| Occupation | How this will serve your purpose and needs |
|---|---|
| 1. | |
| 2. | |

## ACCEPTABLE RESPONSES

a) Acceptable responses are: to earn a living; to keep busy; to serve mankind; to be productive; to furnish an outlet for talents/creativity; because they enjoy it; to keep from being bored; to get away from their family; to be with people; to learn new things; to express values; to exercise leadership to achieve a sense of belonging; to be independent.

a) List five things you expect to get out of your work (needs or purposes you want it to satisfy):

1.

2.

3.

4.

5.

b) Occupation of your tentative choice:

c) Things you could do to be sure the needs and purposes listed above will be served through this job:

1.

2.

3.

ACCEPTABLE RESPONSES

a) Acceptable responses are: to earn a living; to keep busy; to serve mankind; to be productive; to furnish an outlet for talents/creativity; because they enjoy it; to keep from being bored; to get away from their family; to be with people; to learn new things; to express values; to exercise leadership; to achieve a sense of belonging; to be independent.

b) Any reasonable response is acceptable.

c) Acceptable responses are: improved attitudes, extra effort, development of additional skills, leadership on the job, participation in recreational activities sponsored by the company, union activities, etc.
Not acceptable: a second job, or activities not connected with the job.

a) Which occupation would provide a person with the maximum opportunity for creativity?

___1. Clerk
___2. Laborer
___3. Assembly line worker
___4. Architect

b) Which occupation would probably provide a person with the highest income?

___1. Teacher
___2. Laboratory technician
___3. Civil engineer
___4. Cook

c) Which occupation would probably provide a person with the most opportunity for the expression of personal values in his work?

___1. Laborer
___2. Laboratory technician
___3. Minister
___4. Engineer

d) Which of the following occupations would allow a person to be free from the care and worry involved in supervising others on the job?

___1. Foreman
___2. Director of operations
___3. Airline pilot
___4. Clerk

e) In which of the following occupations is a person most likely to receive recognition and praise?

___1. Nurse
___2. Teacher
___3. Entertainer
___4. Truck driver

f) In which of the following occupations is a person most likely to be recognized for exceptional mastery and achievement?

___1. Writer
___2. Barber
___3. Social worker
___4. Priest

g) In which of the following occupations is a person most likely to achieve a sense of belonging?

___1. Auto salesman
___2. Accountant
___3. Radio announcer
___4. Soldier

h) Which of the following occupations would provide a person with the most opportunity to control and direct others?

___1. Hairdresser
___2. Deliveryman
___3. Sales clerk
___4. Teacher

i) Which of the following occupations would provide a person with the most opportunity to directly help and serve others?

___1. Bricklayer
___2. Truck driver
___3. Social worker
___4. Carpenter

j) Which of the following occupations would allow a person to express the most creativity on the job?

___1. Machinist
___2. Accountant
___3. Airline pilot
___4. Industrial designer

k) Which of the following employers would provide an employee with the most regular (steady) income?

___1. Farming
___2. Civil service
___3. A small business
___4. Large manufacturing corporation

l) Which of the following occupations would provide a person with the most independence on the job?

___1. Teacher
___2. Draftsman
___3. Farmer
___4. Production line worker

## ACCEPTABLE RESPONSES

4, 3, 2, 4, 3, 1, 4, 4, 3, 4, 2, 3

3.2a -2)
3.2a -3)

Some of our characteristics are important to us, and we want to find outlets for them in our work. For instance, if we love to be with people and to talk, it would be difficult for us to work eight hours every day in a small closed room by ourselves.

List the characteristics that are important to you and describe the components of a work environment that would be important in terms of these characteristics.

| a) Characteristic | b) Components of work environment |
|---|---|
| Interests: | |
| 1. | 1. |
| 2. | 2. |
| Abilities: | |
| 1. | 1. |
| 2. | 2. |
| Attitudes: | |
| 1. | 1. |
| 2. | 2. |
| Values: | |
| 1. | 1. |
| 2. | 2. |

ACCEPTABLE RESPONSES

a) Characteristics must be grouped under appropriate headings.

b) Responses must be relevant to the characteristic named.

**Sometimes our characteristics conflict with our work environment.**

**Identify one area of conflict at school, at home, or on the job, and outline a plan for overcoming this conflict.**

**Conflict**

**a)**

| **My characteristic** | **Characteristic of work environment at home, at school, at work** |
|---|---|
| | |

**b) Plan for overcoming this conflict:**

**ACCEPTABLE RESPONSES**

a) Conflict must be real (e.g., "I'm a night person, but my parents make me go to bed early.")

b) If conflict is real, response must be a constructive compromise. Compromise must be reasonable (appropriate for the person(s) involved) and relevant (not ignoring the needs of the student or the reality of the environment).

No matter how many good qualities we have, acquiring additional positive personal qualities can improve working conditions at school, at home, or at work.

a) Name two personal qualities that could improve working conditions at school, at home, or at work:

1.

2.

b) How could you acquire these qualities?

1.

2.

ACCEPTABLE RESPONSES

a) Qualities must be related to interpersonal relations or quality of work.

b) Responses must be reasonable (appropriate for the age level) and relevant (suggested procedures related to the quality).

a) Name three elements of working conditions that would be in conflict with your interests, attitudes, or values:

| | Working condition | Area of conflict (Interest, attitude, values) |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |

b) For each working condition listed, tell whether this could be changed by the worker.

ACCEPTABLE RESPONSES

a) Relation of working condition to personal characteristic should be real.

b) There must be some attempt to show that the worker could at least partially affect the working condition.

Suppose a large airline has the following policy:

"All stewardesses must be unmarried women between the ages of 21 and 35."

How would you change the policy? Write your new policy below.

## ACCEPTABLE RESPONSES

Acceptable changes would be: no restriction; can be married or unmarried; divorcees or widows could be eligible; liberalized under given conditions, married but no children; no change, or mentions no change; restrictive change, married only, never been married.

Other acceptable responses would be: no restriction as to sex; men allowed under given conditions; no change or mentions no change; or males only.

As to age: no age limit; extends the age limit; increases the age span, but not to 65; upper limit 65, lower limit over 21; increases the age span under given conditions (e.g., "may be 21 - 55 if they are healthy"). Other acceptable responses are: no change, or changes range but not span (18 - 32, 51 - 65); or age span less.

Other acceptable responses would be: lifts more than one other restriction; lifts one restriction -- weight, college, race, equal opportunity employment; lifts a restriction under given conditions, gives a combination of restrictive and nonrestrictive changes; one restrictive change; or more than one restrictive change.

There are many state and federal laws designed to protect the worker.

Summarize two labor laws related to the occupation of your choice, and identify two agencies that can help you with labor relations.

a) Occupation of your tentative choice:

b) Two related labor laws:

1.

2.

c) Two agencies that can help with labor relations:

1.

2.

ACCEPTABLE RESPONSES

b) Acceptable responses are: worker safety; minimum wage; fair employment practices; equal opportunities; civil rights, etc.

c) Labor relations board; union or employee organization; Better Business Bureau; private employment agency, etc.

3.2c -3

Write a paragraph about the occupation of your choice, specifying the rights, privileges, and responsibilities of a worker on that job.

ACCEPTABLE RESPONSES

At least two rights/privileges and two responsibilities should be specified.

3.2c -4

All workers in the community have rights and responsibilities.

List five rights and five responsibilities of every worker in the community.

| a) Rights | b) Responsibilities |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

## ACCEPTABLE RESPONSES

a) Acceptable responses are: to be paid for their work; to get a fair wage; not to be discriminated against; to have a vacation; to be paid for reasonable sick leave; Social Security; safe working conditions, etc.

b) to be on time; work during working hours; to be loyal to the employer/ fellow workers; to pay taxes; to observe safety rules; to get along with others on the job; to cooperate with other workers, etc.

Some jobs are repetitive, and the worker works with only one part of the finished product.

Name one repetitive job in each of the following job levels:

a) Unskilled:

b) semi-skilled:

c) skilled:

ACCEPTABLE RESPONSES

a) assembly line sorting; ditch digging; labeling, etc.

b) assembling; coil winder; scanner; radiation monitor; chemical preparer, etc.

c) cable splicer; die maker; machine operator; welder, etc.

Write a paragraph telling how you would feel if you had a repetitive job and couldn't see how it related to the finished product.

## ACCEPTABLE RESPONSES

The emphasis is on feelings. The response should indicate a response to repetition and to isolation from the finished product.

3.3a -3

a) Mr. Smith has a job. All day long he runs a machine that punches holes in leather belts He does the same thing every day.

Do you think it is possible that Mr. Smith likes his job?

___yes
___no
___I don't know

b) Give a reason for your answer.

c) Suggest a leisure time activity from which Mr. Smith might derive personal satisfaction.

ACCEPTABLE RESPONSES

b) Acceptable responses are: likes the repetitive nature of the job; job is easy; not much physical work; likes the people he works with; likes working with leather; likes running machines; working with hands; likes punching out holes; likes mental aspects; (e.g., the lack of responsibility, being able to relax and let his mind wander, etc.). Other responses could be: gets satisfaction from doing a job well, gives evidence to show that he likes it (if he didn't, he'd quit); likes it because he has/may have a low mentality; the only job he could get, unqualified for another; he can relax.

c) Since Mr. Smith's job keeps him in one spot doing one thing, the activity suggested should include both movement and variety.

You know your abilities, interests, attitudes, and values. You also have a tentative occupational choice. Now it is time to complete your plans.

Please complete the following:

a) Occupational choice:

b) Training route:

c) Job placement resources:

## ACCEPTABLE RESPONSES

This should be the final unit. Student should be able to justify each step of his/her plan -- a), b), and c) in terms of his own characteristics.

# CHAPTER XII

## PROCEDURAL GUIDE FOR EVALUATION OF MASTER PLAN

The Master Plan for Career Guidance and Counseling is designed as a dynamic and self-renewing system. It is designed to provide continuous feedback to decision makers in order that they may assess the fidelity of implementation of the program, evaluate the results in terms of student performance, compute cost effectiveness, and make decisions as to continuing or modifying each portion of the program. To serve all these functions the Plan must include provisions for recording data on all phases of the program. It is suggested that the procedures outlined in the example in the Guidelines for Strategy Implementation be followed. For each objective that is to be implemented, a separate plan should be made. This plan should include the goal, the subgoal, the objective, the need which this objective addresses, the strategy to be used to achieve the objective, the person(s) who will be responsible for implementation of the strategy, baseline data, process evaluation criteria, and specification of the criterion measures to be used for outcome evaluation and time and task analyses. This outline will make it possible to monitor progress toward each objective, and to determine whether any parts of the program need to be modified en route.

It is suggested that the selection of objectives to be implemented in any year be a function of cooperative effort on the part of the school administrators and counselors using the input from teachers, students, parents and business representatives as represented by the needs assessment and development of school goals and objectives, in concert with District goals and priorities for the year. Preparation of the outlines suggested above, and determination of the strategies and criterion measures to be applied, should be accomplished by the counselors and administrators with the help of those teachers who will be involved in the implementation. Curriculum will need to be determined.

Although the Master Plan suggests strategies and outlines current programs that are addressing each goal, the school personnel will need to study the alternate strategies available in order to pick the one that is most apt to be effective with the least expenditure of resources. Curriculum will need to be determined. For instance, some decisions will have to be made about which set of career clusters, job families, etc. to use. It is expected that the school personnel will work closely with the District director of pupil personnel and with the coordinator of vocational education in determining curriculum in these areas. Although suggested criterion measures appear in this document, criterion measures will need to be refined when the curriculum is determined. Criterion measures are useless unless they address the content being taught. The expanded strategies on page 176 will serve as an example of how the content is determined at the time the strategy is detailed. The criterion measure would follow the content of the strategy.

Once the objectives, strategies, implementers, and criterion measures have been determined, it will be important to design a time and task analysis for each objective. (See Table XXXII). The time and task analysis will spell out, in chronological order, the specific activities to be performed to reach the objective, the person responsible for their performance, the expected date of their completion and the criteria to be used to determine if they have been accomplished. The time and task analysis used in preparation of the Master Plan will serve as an example of this time and task analysis. (See pages 11 - 22). Working closely with the District director of pupil personnel, each school administrator will be expected to maintain the time chart and to report to the director whenever there is need to deviate from the plans. The time and task analysis serves as a monitor for implementation of the program; in other words, it serves as proof that staff members are doing what they said they would do to implement the objectives.

Student outcomes will be determined by administering the criterion measures. If a large group of students has participated in the program, e.g. a total class, the counselor may wish to evaluate a random sampling of the group rather than administering the criterion measure to each student. A table of random numbers should be used for this purpose, with names selected from an alpha or numerical list of students. If a random selection method is used for evaluation, no student will need to be evaluated on more than one objective, yet there will be adequate data to provide for decision makers evidence of the effectiveness of the program for each objective.

## STUDENT PROFILES

Since the Master Plan posits that graduating students' career development will be enhanced by attainment of these objectives, the counselor will need to help each student keep a record of where he/she is on the career development continuum. The student profile on page 319a and 319b suggests an easy method for recording student progress. This profile could follow the student as he/she moved through high school, and would help identify areas he/she has mastered, and areas still lacking. Each objective of the Master Plan is represented on this profile, as is each level of each objective.

## MASTER PLAN FOR CAREER GUIDANCE AND COUNSELING

### Time and Task Analysis

| Goal, subgoal & student performance obj. | Activity | Who responsible | Target date | Date completed | How evaluated: | Verified |
|---|---|---|---|---|---|---|
| | | | | | | |

TABLE XXXII

GROSSMONT UNION HIGH SCHOOL DISTRICT
Pupil Personnel Services

## Master Plan for Career Guidance and Counseling

## STUDENT PROFILE

School________________ Counselor________________ Student__________________

Year of graduation______________

(Directions to counselor: insert date on which student attainment of objective was verified.)

### I Career Planning and Decision Making

| | Level 1 | Level 2 | Level 3 | Level 4 | |
|---|---|---|---|---|---|
| 1.1a | | | | | |
| 1.1b | | | | | |
| 1.1c | | | | | |
| 1.2a | | | | | |
| 1.2b | | | | | |
| 1.3a | | | | | |
| 1.3b | | | | | |
| 1.3c | | | | | |
| 1.4a | | | | | |
| 1.4b | | | | | |
| 1.4c | | | | | |
| 1.5a | | | | | |
| 1.5b | | | | | |

GUHSD, Pupil Personnel Services - Master Plan for Career Guidance and Counseling: STUDENT PROFILE (continued)

## II Education, Work and Leisure Alternatives

| | Level 1 | Level 2 | Level 3 | Level 4 | |
|---|---|---|---|---|---|
| 2.1a | | | | | |
| 2.2a | | | | | |
| 2.2b | | | | | |
| 2.3a | | | | | |
| 2.3b | | | | | |
| 2.4a | | | | | |
| 2.4b | | | | | |
| 2.5a | | | | | |

## III Life Styles and Personal Satisfactions

| | Level 1 | Level 2 | Level 3 | Level 4 | |
|---|---|---|---|---|---|
| 3.1a | | | | | |
| 3.1b | | | | | |
| 3.1c | | | | | |
| 3.2a | | | | | |
| 3.2b | | | | | |
| 3.2c | | | | | |
| 3.3a | | | | | |

# CHAPTER XIII

# STAFFING STRATEGIES

Implementation of any new program requires re-examination of staff deployment. Implementation of the Master Plan for Career Guidance and Counseling must be interfaced with the ongoing program. The Master Plan furnishes for each school's decision makers the information necessary to plan effective use of current staff and to determine whether current staff needs to be augmented in order to implement each component of the Career Guidance and Counseling program. Results of the assessment of current status (Chapter IV) and the assessment of current program (Chapter IX) provide evidence of what is currently being done in career guidance, by whom, and through what means. Results of the assessment of counselor competencies show current counselor skills and capabilities and suggest areas in which staff development is needed.

A missing element, and one that needs to be implemented early in the fall, is establishment of baseline data. Utilizing needs assessment data which identified priority needs (Chapter III) and current status data which identified areas of current emphasis (Chapter IV), each school will select from its Master Plan those objectives that would be most desirable for the 1975-76 school year. Decisions will need to be made as to the grade level at which each objective should be attained. Criterion measures for these objectives will need to be administered to a random sample of students at the appropriate grade level to establish baseline (e.g.-- establish the degree to which the objective is being met with current program components, both in the classroom and in counseling and guidance settings).

Analysis of the baseline data will furnish for the decision makers the information necessary to select for implementation during the 1975-76 school year, those objectives for which there is the greatest need (e.g., objectives with the greatest discrepancies between what is and what should be mastered by the students).

Once objectives have been selected, the school staff will need to look at current practices (Chapter IX) and suggested strategies (Chapter X) to determine the most parsimonious and effective way to help students achieve each objective. When strategies have been selected, task analyses and time lines will need to be completed. In other words, what materials and activities, what physical facilities, how much time will be needed to implement the selected strategy; also, what competencies (knowledges and skills) will be required of the person(s) responsible for implementing the selected strategy. At this point the principal will need to analyze his current staffing strategies to determine whether any changes need to be made. Obviously, a program of this magnitude and importance cannot be implemented by counselors alone. Because of the content areas, the relationship of the content to the various subject areas, and the need to administer the content to all students at the appropriate developmental level, much of the program will need to be implemented through classroom instruction. There are many resources available to help the decision makers identify the appropriate classes and select those staff members best qualified for the implementation of each objective. It may be apparent that no one on the staff has the necessary competencies, and staff development programs will need to be planned.

Because of the time and the budgetary constraints, staffing strategies will need to be within the parameters of current staffing formulas. Re-allocation of responsibilities in terms of student performance objectives, weeding out those activities that are nonproductive or counterproductive, will invariably result in finding that the current staffing ratio is not as inadequate as it had been assumed to be. Time can be found for priority activities. There will need to be trade-offs; some less essential activities (those that have been found not to result in attainment of priority student outcomes) will need to be abandoned in favor of those which will result in attainment of the selected objectives of the Master Plan.

Principals are urged to consider a number of alternate strategies for assignment of individual staff members. It is suggested that a concerted effort be made to explore the use of student assistants, recent graduates, adult volunteers, and community resources to augment the current staff. Students who have achieved some of the objectives can be trained to work with other students, and will thereby reinforce their own learning. Recent graduates can serve as resources. Adult volunteers can be trained to serve as teacher aides. Experts from community businesses and industries, labor and government, can provide some of the knowledge and skills which the school staff lacks, or which are in short supply.

The intent of this chapter has been to outline the areas of information that have been provided through the development of the Master Plan, and to suggest how this information will be used to help the decision makers in each school identify objectives to be assessed, establish baselines for those objectives, select objectives to be implemented in 1975-76, and determine best staffing strategies for implementation of those objectives.

# CHAPTER XIV

# BUDGET PROJECTIONS

Since the 1975-76 budget has been determined, principals are aware of the amount of money available to them for implementation of the first phase (selected objectives) of the Master Plan. Because the budget is largely decentralized, principals do have flexibility in utilization of the monies available to to them. It is obvious from Chapter I and Chapter III that the objectives of the Master Plan are desired by students, staff and community. It will be the principals' responsibility to set priorities not only for the Master Plan but for other programs as well. The Master Plan can serve as an organizer for the total curriculum, furnishing a vehicle for determining inter-relationships of the various programs and for setting priorities across programs.

As suggested in the previous chapter, principals will need to make decisions based on best use of adopted budget and staff formulas, but augmented by a community outreach that encourages participation of business and industry. With the funding problems currently being faced by all public schools, it is imperative that decision makers take a close look at the cost effectiveness, cost efficiency, and cost benefit of each program in terms of student outcomes, in order to allocate funds in those areas that have the best payoff for students. No longer is it acceptable to merely add new programs to existing ones; rather current programs must be scrutinized and, where necessary, modified to allow for integration of needed programs such as those proposed by the Master Plan.

## CHAPTER XV

## NEXT STEPS

The Master Plan for Career Guidance and Counseling is a dynamic system, based on establishment of what is currently being accomplished in this area, and on what should be accomplished. Suggested next steps and time lines are presented in this chapter. Each school will need to address each of these steps.

1. Using needs assessment data (Chapter III) and current program assessment data (Chapter IX), identify priority objectives for possible implementation during 1975-76.

   Target date: October 1, 1975

2. Determine most appropriate grade level (or developmental) level) for implementation of each of the identified objectives.

   Target date: October 1, 1975

3. Administer criterion measures for each of the identified objectives to a random sample of students at the appropriate grade level.

   Target date: October 1 to November 1, 1975.

4. Analyze results of criterion assessment to identify objectives with the greatest discrepancy between what is and what should be, and select objectives for implementation during 1975-76.

   Target date: November 1 to November 17, 1975.

5. Using current program assessment data (Chapter IX) and suggested strategies (Chapter X), consider alternate possible strategies for implementation of the selected objectives, and select the strategy that holds the most promise for attainment of each objective, with the least expenditure of resources. Care should be taken to build on current effective programs, rather than "re-inventing the wheel". It will be found that implementation of one strategy may result in the attainment of several objectives.

   Target date: December 1, 1975.

6. Determine the competencies (knowledge and skills) needed for implementation of each strategy and analyze staff competencies to determine the person(s) best qualified.

   Target date: December 15, 1975.

7. Identify any competencies not possessed by current staff, and work with the District director of pupil personnel services to plan necessary staff development programs.

   Target date: December 15, 1975.

8. Complete a time and task analysis for the implementation of the strategy selected for each of the objectives, (including administration of criterion measures), defining the activities to be performed, the person(s) responsible for the performance of each activity, the criteria for assessing performance of the activity, and the date by which the activity is to be accomplished. See Chapter II, page 11 for an example of a time and task analysis.

   Target date: January 1, 1976.

9. Examine alternate staffing strategies (Chapter XIII) and select the strategy that will provide the most efficient and effective program for attainment of the selected objectives.

   Target date: January 1, 1976.

10. Prepare program budget within framework of the total school budget.

    Target date: January 15, 1976.

11. Implement the strategies and evaluate.

    Target date: February 1, 1976 to June 30, 1976.

12. Begin monitoring process.

    Target date: February 1, 1976.

13. Modify as indicated by information provided by monitoring system.

    Target date: February 1, 1976 to June 30, 1976.

14. Evaluate each strategy in terms of student performance.

    Target date: February 1, 1976 to June 30, 1976 (at completion of implementation of each strategy).

15. Modify goals, objectives, strategies and/or criterion measures of the Master Plan based on evaluation data.

    Target date: Continuous.

Chapter XV
NEXT STEPS (continued)

The Master Plan presented in this document is only a beginning. It provides a model, content, and goals and objectives which appear to be desirable and feasible, but only after implementation and evaluation can it be refined. Until there are baseline data, and outcome data available, this document will serve as a framework for action; as data become available, decision makers will have the information and the opportunity to tailor the Plan to changing student needs. Objectives may be combined, modified, eliminated or redefined. With experience, more parsimonious strategies may be found. As curriculum content is defined, criterion measures will be made more specific. The Master Plan will have become a self-renewing process, constantly changing to respond to changing student and community needs.

# APPENDICES

A. Vocational Counselors -

Grossmont - Ed Slagle
Helix - Jim Thurman
El Cajon - Phil Rogers
Mt. Miguel - Dave Phillips
El Capitan - Dick Brown
Granite Hills - Jan Ryder
Monte Vista - Harry Lashmet
Santana - Eleanor Sherrell
Valhalla - Larry Maw
Chaparral/Skyline - Charles Mosse
Special Education - Frank Kowalski
District Administration -Jack Cavanagh

Responsible Administrators -

Grossmont - Pat Carroll
Helix - Gordon Teaby
El Cajon - Ben Amador
Mt. Miguel - Robert Pyle
El Capitan - Richard Plum
Granite Hills - Glen Otterson
Monte Vista - Joe Smidt
Santana - Sid Gerstler
Valhalla - Curt Fauth
Chaparral - Frank Cole
Skyline - Martin Kennedy
Special Education - Robert Daily
ROP - John Sharon
El Cajon Adult Education - Don Karlson
Dr. Robert Otto - District
Dr. Stan McClintic - District
Jack Cavanagh - District
Don Gilmore - ROP
Dr. Tom Jacobson - District

B. Record of vocational counselor attendance at regular meetings.

( See next page)

| SCHOOLS, Counselors | 1/20/75 | 2/10/75 * | 2/24/75 | * 3/3/75 | 3/17/75 | 4/7/75 | 4/21/75 | 5/5/75 | 5/19/75 | 6/2/75 | 6/16/75 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| GROSSMONT - | | | | | | | | | | | |
| Nada Lee | | | | | | X | | | | | |
| Ed Kintzele | | | | | | X | | | | | |
| Angie Marshall | | | | | | X | | | | | |
| Ed Slagle | X | | X | | X | X | | X | X | X | |
| HELIX - | | | | | | | | | | | |
| Sam Singer | | | | | | X | | | | | |
| James Thurman | X | | X | | X | X | X | X | X | X | |
| EL CAJON - | | | | | | | | | | | |
| Arthur Pegas | | | X | | | | | | | | |
| Phil Rogers | | | | | | X | X | | X | X | |
| MT. MIGUEL - | | | | | | | | | | | |
| Dave Phillips | | | X | | X | X | X | X | X | X | |
| EL CAPITAN - | | | | | | | | | | | |
| Dick Brown | | | X | | X | X | X | X | X | X | |
| GRANITE HILLS - | | | | | | | | | | | |
| Tom Rinks | | | | | | X | | X | | | |
| Jan Ryder | X | | | | X | X | X | X | X | X | |
| Bob Vega | | | | | | | X | X | | | |
| MONTE VISTA - | | | | | | | | | | | |
| Harry Lashmet | | | X | | X | X | X | X | X | X | |
| David Polich | | | | | | X | X | | | | |
| SANTANA - | | | | | | | | | | | |
| Sally Cochenour | | | | | | X | | | | | |
| Bill Dunmeyer | | | | | X | X | | X | | X | |
| Barbara McCluskey | | | | | | | | X | | | |
| Don Newcom | | | | | | | | X | X | | |
| Eleanor Sherrell | | | X | | X | X | X | X | X | X | |
| Barbara Spaulding | | | | | | | X | | | | |
| VALHALLA - | | | | | | | | | | | |
| Pam Jordan | | | X | | | | X | | | | |
| Larry Maw | | | X | | X | X | X | X | X | | |
| JoAnn Smith | | | X | | | | | | | | |
| CHAPARRAL - | | | | | | | | | | | |
| Charles Mosse | | | X | | X | X | X | X | X | X | |
| SPECIAL EDUCATION - | | | | | | | | | | | |
| Frank Kowalski | X | | X | | | X | X | X | | X | |
| ADULT EDUCATION - | | | | | | | | | | | |
| Don Karlson | | | X | | | | X | X | | | |
| DISTRICT - | | | | | | | | | | | |
| Jack Cavanagh | | | X | | | X | X | X | | | |
| R.O.P. - | | | | | | | | | | | |
| John Sharon | | | X | | | | | | | | |
| Don Gilmore | X | | X | | | | | X | X | | |

* Meeting cancelled

## C. REVIEWER/REACTOR PANELS

| SCHOOL | SCHOOL NO. | NO. OF PANEL MEMBERS |
|---|---|---|
| Grossmont | 01 | 47 |
| Helix | 02 | 26 |
| El Cajon Valley | 03 | 80 |
| Mount Miguel | 04 | 41 |
| El Capitan | 05 | 61 |
| Granite Hills | 06 | 82 |
| Monte Viste | 07 | 14 |
| Santana | 08 | 39 |
| Valhalla | 09 | 43 |
| Chaparral |  | 12 |
| Skyline |  | 12 |

## C. Reviewer/Reactor Panels

STUDENTS

| Name | Grade Level | Position |
|---|---|---|
| Helix | | |
| Aunan, Bob | 11 | ASB Officer |
| Goodell, Edwina | 11 | ASB Officer |
| Hays, Kelli | 11 | ASB Officer |
| Kinsella, Sally | 11 | ASB Officer |
| Mitchell, Kathy | 9 | ASB Officer |
| Ridgeway, Jerry | 11 | ASB Officer |
| El Cajon | | |
| Balaz, Kimberly | 12 | ASB Officer |
| Butson, Becky | 12 | ASB Officer |
| Eisloeffel, Paul | 12 | ASB Officer |
| Ellis, Kathrine | 12 | ASB Officer |
| Freeman, Shelly | 11 | ASB Officer |
| Hartman, Tammy | 11 | ASB Officer |
| Jennings, Jeanette | 10 | ASB Officer |
| Koscierzynski, Monica | 12 | ASB Officer |
| Long, Diane | 12 | ASB Officer |
| Martin, Virginia | 11 | ASB Officer |
| Moore, Joni | 11 | ASB Officer |
| Parsons, James | 12 | ASB Officer |
| Ponce, Cindy | 12 | ASB Officer |
| Sharrar, Mary | 12 | ASB Officer |
| Smith, Cheryl | 11 | ASB Officer |
| Stanger, Laura | 12 | ASB Officer |
| Timmons, Melody | 10 | ASB Officer |
| Vacala, Patricia | 10 | ASB Officer |
| Walton, Brenda | 12 | ASB Officer |
| Rumble, Gail | | ASB Officer |
| Major, Florence | | ASB Officer |
| Spickert, Cindy | | ASB Officer |
| Seljan, JoJo | | ASB Officer |
| Fronabarger, Cindy | | ASB Officer |
| Mt. Miguel | | |
| Cruz, Maureen | 12 | ASB President |
| Stenbeck, John | 11 | ASB Vice Presdent |
| Kazen, Candy | 12 | Secretary |
| Shunk, Larry | 12 | Commissioner of Finance |

## Reviewer/Reactor Panels

| Name | Grade Level | Position |
|---|---|---|
| El Capitan | | |
| Dion, Donna | 12 | President |
| Adams, Becky | 12 | Vice President |
| Thomas, Patti | 11 | Secretary |
| Oftedahl, Sonja | 11 | Treasurer |
| Lewellen, Luann | 12 | Student Affairs |
| Unden, James | 12 | Comm. of Boys Ath. |
| Goldstein, Candi | 11 | Comm. of Girls Ath. |
| Galea, Sandy | 12 | Comm. of Pep |
| Araujo, Ron | 10 | Comm. of Sales |
| Dennis, Gerri | 11 | Comm. of Sales |
| Hartung, Heidi | 10 | Comm. of Publicity |
| Eyer, Cathy | 11 | Comm. of Elections |
| Finch, Mike | 12 | Student at Large |
| Rongstad, Mario | 12 | Student at Large |
| Sovereign, Steve | 11 | Student at Large |
| Granite Hills | | |
| Schimpf, Kerry | | President |
| Warmuth, Dale | | Vice President |
| Toth, Jo Ellen | | Secretary |
| McMillan, Kathy | | Attorney General |
| Mooney, Cheryl | | Commissioner |
| Lawrence, Emily | | Commissioner |
| Berger, Mary Jo | | Commissioner |
| Keeler, Sandy | | Commissioner |
| Sanchez, Lauren | | Commissioner |
| Paro, Mickie | | Commissioner |
| Garrett, Donna | | Commissioner |
| Hart, Mary | | Commissioner |
| Pyle, Annette | | Commissioner |
| Wagner, Jim | | Commissioner |
| Elston, Lynette | | Assistant |
| Ancona, Francie | | Assistant |
| Lashmet, Kalen | | Assistant |
| Henry, Debbie | | Assistant |
| Jacob, Ann | | Assistant |
| Leslie, Chris | | Assistant |
| Sanchez, Dana | | Assistant |
| Schad, Rachel | | Assistant |
| Monett, Donna | | Assistant |
| West, Syndy | | Assistant |
| Yarber, Janice | | Assistant |
| Yarber, June | | Assistant |

Add 20 more for
CAC for El Capitan

Reviewer/Reactor Panels

| Name | Grade Level | Position |
|---|---|---|
| Monte Vista | | |
| Davies, Bill | 12 | Student |
| Takahashi, Diane | 11 | Student |
| Santana | | |
| Chenowth, Candy | 12 | President |
| Akers, Kathy | 10 | Worker |
| Kingery, Jeff | 11 | President Elect |
| Thornburg, Caryn | 11 | Finance Com Elect |
| Challberg, Marilee | 11 | VP Elect & Sec. |
| Streit, Vicki | 11 | Finance Comm. |
| Valhalla | | |
| Barnett, Bill | 11 | Parlimentarian |
| Buckels, Brian | 11 | Vice President |
| Carroll, Cindy | 11 | Finance |
| Davies, Claire | 10 | Secretary |
| Doughty, Cindy | 9 | Sports |
| Fielder, Lindsay | 11 | President |
| Grant, Mike | 11 | Sales |
| Harmsen, Kay | 10 | Festivities |
| Payne, Martha | 11 | Pep |
| Retson, Corky | 9 | Publicity |
| Sherman, Julie | 11 | Fine Arts |
| Chaparral | | |
| Schmidt, Julie | | ASB President |
| Locke, Pat | | ASB Vice President |
| Gagner, Karen | | ASB Secretary |
| Seuferer, Mike | | |
| Hewitt, Kelly | | |
| Lyon, Angelo | | |
| Skyline | | |
| Webb, Ginger | 11 | Student |
| McDaniel, Sylvia | 12 | Student |
| Tuck, Chris | 11 | Student |

Reviewer/ Reactor Panels

## TEACHERS

| Name | Subject Area |
|---|---|
| Helix | |
| Lew Freed | Math |
| Ron Ray | Art |
| El Cajon | |
| James Dyer | Agriculture |
| Ron Ferkovich | Art |
| Dudley Graham | Business Education |
| Barbara Brooks | English |
| James Stanner | Language |
| Norma Hirsch | Homemaking |
| Erwin Holk | Industrial Education |
| James Hilton | Mathematics |
| Howard Roberts | Performing Arts |
| James Wolf | Boy's Physical Education |
| Jody Johnston | Girl's Physical Education |
| Walter Gehrke | Science |
| Richard Hart | Social Science |
| Bruce Leonard | E.H. |
| Mt. Miguel | |
| Joyce Dakin | Art Department |
| Martha Morris | Business Department |
| William Manderson | Educationally Handicapped |
| Pauline Forman | English Department |
| Ethelwyn Kearney | Home Economics |
| Edward Dunn | Industrial Arts |
| Jack Gormley | Language Department |
| Dean Immel | Music Department |
| Frank Malm | Mathematics Department |
| Robert Holm | Physical Education (Boy's) |
| June Belknap | Physical Education (Girl's) |
| Col. Grey | ROTC |
| Gerald Swanson | Science Department |
| James Dalrymple | Social Studies |
| El Capitan | |
| Amber Bradley | Home Econ. |
| William Bradley | Math |
| Glen Casey | Agriculture |
| Dixon Fish | Art |
| Durward Graham | Soc. Studies |
| Pamela Howard | Girl's PE |

## Reviewer/Reactor Panels

| Name | Subject Area |
|---|---|
| El Capitan-Cont. | |
| Kenneth Lehr | Dept. Chairman, Ind. Arts |
| Robin Luby | English |
| George Miller | E.H. |
| Don Pendleton | Science |
| Isabelle Piccini | Business |
| Art Preston | Boy's PE |
| William Rupp | For. Language |
| Norman Spiro | ROTC |
| Robin Stevens | Drama |
| Granite Hills | |
| Julie Miller | Art |
| Vyrl Burghart | Business Education |
| Angie Huffman | English |
| Dorothy Pyle | Homemaking |
| Howard Stidham | Industrial Arts |
| Jean Fremont | Language |
| Walter Winter | Mathematics |
| Raymond Murphy | Music |
| Diane Ridgway | Girl's P.E. |
| Armand Matern | Boy's P.E. |
| John Salyer | Science |
| William Ellett | Social Science |
| Edward Barrett | E.H. |
| Robert Baumgartner | Library |
| Glenn Otterson | Pupil Personnel Services |
| Roberta Wadsworth | Nurse |
| Monte Vista | |
| Owen Miller | Social Living |
| Bruce Bower | Business |
| George Walsmith | Work Exp. |
| Santana | |
| George Hughes | Art |
| Dan Streib | Business |
| David Hunter | English |
| Kathy Finley | Homemaking |
| Irma Rooney | Language |
| Ed Noble | Math |
| Ken Wharton | Music |
| Gerry Bunker | Boy's P.E |
| Becky Rotsart | Girl's P.E. |
| Martha Miller | Social Studies |
| Bill Dakin | Science |
| Vern Daniels | Voc-Tech |
| Gene Caggiano | EH |

Review/Reactor Panels

| Name | Subject Area |
|---|---|
| Valhalla | |
| Mel Schetselaar | Art |
| Dorothy Pascoe | Business |
| Anne von der Mehden | English |
| Kariana Boettcher | Foreign Language |
| Sue Blass | Homemaking |
| Larry Barlow | Industrial Arts |
| John Huffman | Mathematics |
| Ted Bietz | Music & Performing Arts |
| Ned Blass | Boy's P.E. |
| Jan Jessop | Girl's P.E. |
| Bud Close | Science |
| Dick Sweet | Social Science |
| Chaparral | |
| Dan Martin | Vocational Teacher |
| Richard Baker | Math Teacher |
| Rena Edgerton | ASB Advisor |
| Richard Penberthy | English |
| Bill Grover | English |
| Skyline | |
| Donna Richards | Business |
| John Abols | Military Counselor |
| Larry Maurer | ROP Auto Tune-up |

Reviewer/Reactor Panels

COUNSELORS

| Name | Position |
|---|---|
| Helix | |
| Robert Eckert | Career Development Teacher |
| Lynn Lorsch | Counselor |
| Norman Robbins | Counselor |
| Patricia Robbins | Counselor |
| James Thurman | Counselor |
| El Cajon | |
| Herbert Gross | Senior Class |
| Laura Kirchmann | Counselor |
| Art Pegas | Counselor |
| Phil Rogers | Vocational |
| Bernard Santana (on extended medical leave) | |
| Robert Duff | Career Development |
| Michael Mounger | Guidance Aide |
| Paul Komaro | Consultant-Career Development |
| Mt. Miguel | |
| Bob Sanders | Graduation, Public Relations, |
| Dave Phillips | Vocational In-Service Training |
| Dave Leewaye | Testing, Community College |
| Martha Cummings | Scholarships, Group Sessions Coordinator |
| Max Keyte | Junior High Liaison Frosh Testing |
| Ken Peeters | Community Agencies, Awards |
| Warren Bellows | Career Development Specialist |
| El Capitan | |
| John Mates | Counselor |
| Roy Stull | |
| Larry January | Counselor |
| Jane Beaman | |
| Joyce Hardin | Counselor |
| Dick Brown | Vocational Counselor |
| Ginger Brooks | Counseling Aide |
| Debbie Heimstead | Vocational Aide |

Reviewer/Reactor Panels

| Name | Position |
|---|---|
| Granite Hills | |
| J. Ryder | Counselor |
| Al Van Zanten | Counselor |
| Roger Buller | Counselor |
| Tom Rinks | Counselor |
| Rick Augustine | Counselor Aide |
| Bob Vega | Counselor |
| Harry Towler | Career Guidance Center |
| Russ Kennedy | Career Guidance Center |
| Kathy Lyon | Psychologist |
| Monte Vista | |
| Harry Lashmet | Career Counselor |
| Jess Castro | Counselor |
| Bob Cordry | Counselor |
| Dave Polich | Counselor |
| Dick Snow | Counselor |
| Norm Wooten | Counselor |
| Santana | |
| Barbara McCluskey | Counselor |
| Sally Cochenour | Counselor |
| Bill Dunmeyer | Counselor |
| Bob Avant | Counselor |
| Barbara Spaulding | Counselor |
| Eleanor Sherrell | Counselor |
| Don Newcom | Counselor |
| Sewell (Bud) Dunton | Career Development |
| Betty Roberts | Career Center Clerk |
| Valhalla | |
| Larry Maw | Counselor |
| JoAnn Smith | Counselor |
| Keith Miller | Career Development |
| Pam Jordon | Guidance Aide |
| Chaparral | |
| Tom Flood | Academic Counselor |
| Diane Sullivan | Academic Counselor |
| Skyline | |
| Charles Mosse | |

## Reviewer/Reactor Panels

### ADMINISTRATORS

| Name | Position |
|---|---|
| Helix | |
| Jerry Gordinier | Student Services VP |
| Gerald Reckin | Student Services VP |
| Gordon Teaby | Administrative VP |
| El Cajon | |
| Dr. Wm. Streshly | Principal |
| Ben G. Amador | VP Administrative |
| Darrell Gould | VP, Student Services |
| Mt. Miguel | |
| Robert L. Pyle | Principal |
| Richard C. McGarvey | Admin. Vice Principal |
| Virgil E. Duea | Assistant Principal |
| El Capitan | |
| William F. Davis | Principal |
| R. L. Plum | Adm. Vice Principal |
| Granite Hills | |
| Glenn Otterson | Administrative VP |
| Dan Arens | Vice Principal |
| Larry Marquand | Vice Principal |
| Phil Morell | Principal |
| Monte Vista | |
| Joseph Smidt | Vice Principal |
| Santana | |
| Sidney Gerstler | Principal |
| Edgar Henry | Admin. Vice Principal |
| Del Grissen | Student Services VP |
| William White | Asst. Principal |
| Lois Nossaman | Vice Principal (on leave) |
| John Gregory | School Psychologist |
| Valhalla | |
| Dr. George Benson | Principal |
| Curt Fauth | Admin. Vice Principal |

Reviewer/Reactor Panels

| Name | Position |
|---|---|
| Chaparral | |
| Frank Cole | Principal |
| Skyline | |
| Martin Kennedy | Principal |

D. Record of participation of panelists in review and reaction.

(See following pages)

## RESPONSES TO REVIEW OF GOALS AND OBJECTIVES

| SCHOOLS | No. of Responses |
|---|---|
| Grossmont High School | 13 |
| Helix | 18 |
| El Cajon | 11 |
| Mt. Miguel | 0 |
| El Capitan | 4 |
| Granite Hills | 38 |
| Monte Vista | 2 |
| Santana | 7 |
| Valhalla | 35 |
| Chaparral | 0 |
| Skyline | 7 |

6/25/75

# COUNSELOR RESPONSES TO COUNSELOR COMPETENCY ANALYSIS

| | |
|---|---|
| Grossmont | 6 |
| Helix | 1 |
| El Cajon | 4 |
| Mt. Miguel | 8 |
| El Capitan | 6 |
| Granite Hills | 6 |
| Monte Vista | 4 |
| Santana | 8 |
| Valhalla | 8 |
| Chaparral | 1 |
| Skyline | 1 |

## NEEDS ASSESSMENTS PARTICIPANTS

6/13/75

| SCHOOL | Teachers | Parents | Business | Students | Counselors | Admin. |
|---|---|---|---|---|---|---|
| Grossmont High School |  | 11 | 1 | 120 |  |  |
| Helix | 3 | 10 |  | 120 | 4 | 1 |
| El Cajon | 8 | 3 | 4 | 120 |  |  |
| Mt. Miguel |  |  |  | 0 |  |  |
| El Capitan | 5 | 5 | 2 | 120 | 6 | 1 |
| Granite Hills | 14 | 6 | 4 | 120 | 3 | 1 |
| Monte Vista | 1 |  |  | 120 | 7 | 1 |
| Santana | 8 | 4 | 2 | 120 | 9 | 1 |
| Valhalla | 8 | 6 | 3 | 120 | 4 | 1 |
| Chaparral/Skyline | 1 |  |  | 120 |  |  |
| J. Cavanagh |  |  | 8 | 0 |  |  |

TOTAL DISTRICT STUDENTS - 1,080

## NUMBER OF PANEL RESPONDENTS

## -- PARENT AND BUSINESS

| SCHOOLS | Parent | Business |
|---|---|---|
| Grossmont | 11 | 1 |
| Helix | 10 | 0 |
| El Cajon | 3 | 4 |
| Mt. Miguel | 0 | 0 |
| El Capitan | 5 | 3 |
| Granite Hills | 6 | 4 |
| Monte Vista | 0 | 0 |
| Santana | 4 | 2 |
| Valhalla | 6 | 3 |
| Chaparral | 0 | 0 |
| Skyline | 0 | 0 |
| Jack Cavanagh (District) | 0 | 8 |

## TEACHER RESPONSES TO "CURRENT PROGRAM ASSESSMENTS"

GROSSMONT - 14

HELIX - 38

EL CAJON 0

MT. MIGUEL - 56

EL CAPITAN - 19

GRANITE HILLS 59

MONTE VISTA - 6

SANTANA - 49

VALHALLA - 35

CHAPARRAL/SKYLINE - 50

SPECIAL ED - 0

## E. REVISED INSTRUMENTS

## SUMMARY OF RESULTS OF ASSESSMENT OF COUNSELOR COMPETENCIES

Development of the Master Plan included identification of areas in which staff development is needed in order to implement the Plan. Using the content of the Grossmont Model for Career Guidance and Counseling and Associate Commissioner of Education Kenneth Hoyt's statement of counselor competencies needed in career education, competencies that would be needed (by counselors, teachers, and/or para-professionals) to implement the Master Plan were identified. Identification of needs was achieved by assessing counselors' perceptions of their competencies, using the following instrument. This chart presents a summary of responses.

| | Current Status | | | |
|---|---|---|---|---|
| | Have this competency | Need some help | Need a lot of help | Don't need this competency |
| 1. Using Occupational & Career Information | | | | |
| a. job clusters/job families/career ladders | 20 | 22 | 4 | 2 |
| b. alternate training routes | 20 | 23 | 4 | 2 |
| c. local job opportunities | 18 | 20 | 6 | 3 |
| d. job market trends | 17 | 19 | 6 | 2 |
| e. effects of organizational structure on job satisfaction/job mobility/job options | 14 | 27 | 5 | 3 |
| f. sources of occupational career information | 30 | 17 | 1 | 1 |
| g. materials & techniques for communicating occupational/career information | 21 | 21 | 4 | 1 |
| h. placement services | 12 | 26 | 5 | 4 |
| i. follow-up techniques | 11 | 0 | 8 | 5 |

| | Current Status | | | |
|---|---|---|---|---|
| | Have this competency | Need some help | Need a lot of help | Don't need this competency |
| j. economics of employment (rate of return, costs of job security, etc.) | 12 | 23 | 8 | 5 |
| k. effects of job specialization | 20 | 6 | 4 | 3 |
| l. effects of mobility | 22 | 19 | 3 | 3 |
| m. labor laws & work ethics | 12 | 22 | 8 | 4 |
| n. agencies available to assist workers whose rights are not being observed | 11 | 20 | 9 | 8 |
| o. computerized career counseling systems, including those concerned with personal assessment, with career information, with job data banks, with educational data banks, and with career counseling. | 6 | 17 | 22 | 3 |
| 2. Helping teachers | | | | |
| a. become knowledgeable of the career implications of their subject matter | 16 | 24 | 4 | 6 |
| b. devise, formulate & execute plans for infusing career implications of their subject matter into lesson plans | 11 | 21 | 9 | 7 |
| 3. Helping teachers, school administrators, curriculum specialists, parents, & the general public understand the nature, mission, & goals of career education. | 19 | 25 | 5 | 0 |
| 4. Helping students | | | | |
| a. make reasoned choices from among vocational education opportunities of the school. | 30 | 11 | 2 | 1 |
| b. make reasoned choices from among the various forms of post high school education | 27 | 15 | 0 | 1 |

| | Current Status | | | |
|---|---|---|---|---|
| | Have this competency | Need some help | Need a lot of help | Don't need this competency |
| c. learn an efficient and effective career decision making process | 20 | 23 | 4 | 2 |
| d. engage in the career decision making process to a degree consistent with students' levels of career development | 21 | 22 | 3 | 1 |
| e. become aware of & further develop work valued as part of their personal value systems | 16 | 26 | 4 | 0 |
| f. understand their aptitudes & career interests thru the use of both tests & non-testing student appraisal procedures. | 30 | 16 | 3 | 1 |
| g. recognize the clear & distinct difference among career counseling, occupational counseling, & job counseling. | 19 | 25 | 1 | 5 |
| h. be aware of sources & values of various areas of career information as reflected in 1.a through p. | 10 | 32 | 4 | 1 |
| 5. Working with community | | | | |
| a. utilizing the resources of the business-industry-labor community as aids to students in the career exploration & decision making processes. | 10 | 20 | 14 | 7 |
| b. utilizing the resources of the total community in helping all secondary school students who desire to do so engage in work experience & work-study programs | 8 | 26 | 10 | 6 |
| c. utilizing the resources of the business-industry-labor community & the Employment Development Department in establishing & operating a part-time job placement program for school leavers. | 4 | 31 | 17 | 7 |

| | Current Status | | | |
|---|---|---|---|---|
| | Have this competency | Need some help | Need a lot of help | Don't need this competency |
| d. establishing sound working relationships with community groups (such as Chamber of Commerce, service clubs, labor unions, etc.) who are interested in & concerned about career guidance & counseling. | 12 | 20 | 11 | 6 |
| e. combatting racism & sexism in our educational & occupational society in ways that will make opportunities more open & available to all youth. | 4 | 25 | 10 | 2 |
| 6. Working with parents | | | | |
| a. by providing data in such a form & in such a way that parents have a clear & accurate understanding & acceptance of various kinds of educational & career opportunities that can be expected to be available to their children. | 21 | 24 | 3 | 1 |
| b. by providing parent effectiveness training. | 10 | 24 | 8 | 6 |
| 7. Working with curriculum experts & educational decision makers | | | | |
| a. to communicate career guidance needs (both educational & occupational) of students in ways that form a significant portion of the base data required for possible changes in curricular offerings that should be made available to youth. | 10 | 23 | 11 | 4 |

| | Current Status | | | |
|---|---|---|---|---|
| | Have this competency | Need some help | Need a lot of help | Don't need this competency |
| 8. Working with support personnel | | | | |
| a. by utilizing the services & talents of clerical, paraprofessional, volunteer, and student personnel in career guidance. | 22 | 18 | 9 | 1 |
| b. training & monitoring support personnel | 19 | 17 | 9 | 1 |
| 9. Working with counselors from other settings | | | | |
| a. to provide continuing career guidance services to both in-school & out-of-school youth & adults in the community. | 17 | 20 | 7 | 4 |
| 10. Using techniques for helping students | | | | |
| a. minority counseling | 16 | 18 | 12 | 2 |
| b. group processes | 22 | 20 | 6 | 2 |
| c. role playing | 26 | 14 | 7 | 4 |
| d. peer counseling | 13 | 25 | 9 | 0 |
| e. self therapy | 12 | 20 | 12 | 3 |
| f. eliminating self defeating behavior | 19 | 20 | 11 | 1 |
| g. systematic desensitization | 5 | 24 | 12 | 6 |
| h. transactional analysis | 7 | 19 | 13 | 8 |
| i. assertiveness training | 8 | 23 | 12 | 4 |
| j. parent/teacher/student effectiveness training | 9 | 29 | 11 | 3 |
| k. confrontation | 13 | 23 | 7 | 3 |
| l. reality therapy | 11 | 21 | 11 | 4 |
| m. goal setting | 22 | 16 | 6 | 0 |
| n. values clarification | 22 | 17 | 8 | 2 |
| 11. Using techniques for working with adults | | | | |
| a. case study technique | 20 | 16 | 2 | 7 |
| b. case conference techniques | 23 | 15 | 2 | 4 |
| c. parent conference techniques | 27 | 17 | 2 | 1 |
| d. test interpretation & communication | 27 | 13 | 4 | 1 |
| e. consultation techniques | 21 | 20 | 5 | 1 |
| f. time management techniques | 18 | 20 | 6 | 2 |
| g. effective communication techniques | 17 | 18 | 2 | 0 |
| h. evaluation techniques | 17 | 25 | 4 | 0 |
| report preparation | 21 | 23 | 2 | 3 |

## GROSSMONT UNION HIGH SCHOOL DISTRICT

## PRIORITY GOAL NUMBER 5
## --COUNSELING--

"The district will provide accessible counseling services to meet the needs of students in all areas."

## OBJECTIVES FOR PRIORITY GOAL #5

1.0 During 1974/75 the District will determine its current effectiveness with respect to the outcomes identified below:

1.1 A student will develop a personal career plan with short and long-range goals that is related to his/her aptitudes, interests, abilities, and available career and educational opportunities.

1.2 A student, at the end of each semester, will be successful in his/her chosen educational program commensurate with his/her abilities, interests and values.

1.3 Each semester a student will be initially enrolled in the appropriate sections of required graduation courses based on entry skills, student requests, parent desires and teacher recommendations.

1.4 Each year that their student is in high school, parents will acknowledge receipt of available information regarding their student's course of study, progress, aptitudes, abilities, and career interests.

1.5 A student identified as having a learning problem will receive guidance assistance during the school year.

1.6 A student will indicate that he/she has received or could receive help with his/her personal problems if he/she requested the same from the Guidance Department.

1.7 After the first three weeks of each semester, a student who requests guidance services will be afforded them within three days after receipt of the request by the Guidance Department.

1.8 A student in need of guidance services (viewed as needing immediate attention by the student and staff) will be able to receive such services during the same day.

1.9 A student who requests occupational and educational information will receive it.

1.10 A student who requests scholarship information will receive it.

Revised 11/26/74 :r
12/02/74

1.11 A student who requests assistance or information on the procedures involved in college selection and application will receive it.

1.12 Each ninth grade student will be able to demonstrate how to obtain specific guidance services in his/her high school.

2.0 During 1974/75 a District model/plan for Pupil Personnel Services will be developed in the areas of psychological services and career guidance to include the following:

2.1 Definition of Areas

2.2 Goals In Each Area

2.3 1975/76 Objectives

2.4 1975/76 Evaluation Plan

2.5 1975/76 Staff Development Plan

2.6 Overall Staffing Strategy

2.7 1975/76 Budget Plan

2.8 Long Term Budget Plan (3 year minimum)

GROSSMONT UNION HIGH SCHOOL DISTRICT
Master Plan for Career Guidance and Counseling

MEMO #1198

TO: Pat Carroll, Grossmont; Gordon Teaby, Helix; Ben Amador, El Cajon; Robert Pyle, Mt. Miguel; Richard Plum, El Capitan; Glen Otterson, Granite Hills; Joe Smidt, Monte Vista; Sid Gerstler, Santana; Curt Fauth, Valhalla; Frank Cole, Chaparral; Martin Kennedy, Skyline; Robert Daily, Special Education.

FROM: Dr. Thomas J. Jacobson and Anita Mitchell

DATE: April 21, 1975

RE: Current Program Assessment

Suggested goals and objectives for the Master Plan for Career Guidance and Counseling have been sent to you to be distributed to your Advisory Panels and Reviewer/Reactor Panels. As soon as the reactions are received in this office, we will write goals and objectives for YOUR school which reflect Panel input.

The next step will be for us to suggest, and for your Reviewer/Reactor Panels to select, strategies for attaining the objectives with the students in your school. It is important that suggested strategies include any effective strategies currently being employed in your school, so that we can help you build on current strengths. Perhaps many of the objectives are being met in current programs. The attached form is to be used to solicit and record information from staff members about practices they employ. All staff members should be included in your school's Current Program Assessment. You may find that certain teachers, librarians, or specialists, in addition to your counselors, have been addressing some of these goals. The purpose of this assessment is to identify current programs aimed at career development goals in order to avoid "re-inventing the wheel" and to capitalize on what your staff is already doing.

Your support of this activity will enhance our opportunity to tailor program strategies to your school's needs and resources. Thank you for your cooperation.

AMM:TJJ/bhw
Enclosure
cc Principals
Dr. McClinic
Dr. Otto
Jack Cavanagh
Don Gilmore

GROSSMONT UNION HIGH SCHOOL DISTRICT
Master Plan for Career Guidance and Counseling
CURRENT PROGRAM ASSESSMENT

MEMO #1201

TO: All Staff Members

DATE: April 21, 1975

FROM: Dr. Thomas J. Jacobson and Dr. Anita Mitchell

If any of your activities with/for students contribute to their mastery of one or more of the following concepts, please complete the section below the concept(s).

Concept 1.1 - Individuals differ in their interests, aptitudes, abilities, values, and attitudes. (Students will understand and utilize in their own planning the fact that individuals differ in their interests, aptitudes, abilities, values, and attitudes; that dignity and worth can be achieved in any occupation; and that there are a variety of occupations in which each might perform adequately.)

Course Title:______________________ Grade Level(s)____________
Activity:

Expected Outcome:

Concept 1.2 - The understanding, acceptance, and development of self is a life long process and is constantly changed and influenced by life experiences. (Students will learn that they are constantly changing as a result of life experiences and that they have the power to change themselves; students will learn which of their personal characteristics are subject to modification by their own efforts and they will develop skills for structuring the direction and quality of change imposed by life experiences.)

Course Title:______________________ Grade Level(s)____________
Activity:

Expected Outcome:

Concept 1.3 - Environment and individual potential interact to influence career development. (Students will learn that career development is a life long process within indefiable stages and that they must make continuous and sequential choices. They will learn to evaluate their social class roles, sex, ethnicity and other factors both reversible and irreversible as they may affect their development. They will learn how to make effective use of resources and to understand the relationship of environment to work.)

Course Title:________________________ Grade Level(s)____________
Activity:

Expected Outcome:

Concept 1.4 - Individuals must be adaptable in a changing society. (Students need to prepare for constantly changing employment trends, work roles, and job mobility and to recognize the influence of occupational supply and demand. They need to accept the fact that many workers will need repeated job placement and post placement support.)

Course Title:________________________ Grade Level(s)____________
Activity:

Expected Outcome:

Concept 1.5 - Career planning should be a privilege and responsibility of the individual. (Students will actively engage in their own career development process and increase their self-knowledge and their knowledge of the world of work as they accept responsibility for career choices that effect their own destiny. They will learn career decision making processes and apply these processes in their own educational and occupational decisions. They will develop career plans which include short range and long range goals.)

Course Title:________________________ Grade Level(s)____________
Activity:

Expected Outcome:

Concept 2.1 - Knowledge and skills in different subjects relate to performance in different work roles. (Student will establish relevance between the courses pursued in school and various occupational roles and will commit himself to learning as a necessary part of career planning.)

Course Title:______________________ Grade Level(s)____________
Activity:

Expected Outcome:

Concept 2.2 - There is a wide variety of occupations which may be classified in several ways. (Students will understand the relationships implied in such classification systems as job level, job family, job clusters, and career ladders and will realize that classification systems give job choice, job mobility, and job advancement. They will utilize classification systems in expanding the range of occupations in which they are qualified and in which they can find satisfaction. They will know training requirements, job duties and responsibilities, work conditions, monetary and non-monetary benefits and job market statistics associated with various classifications with occupations.)

Course Title:______________________ Grade Level(s)____________
Activity:

Expected Outcome:

Concept 2.3 - Societal expectations influence the nature and structure of work. (Students will understand the many ways in which society influences the nature and strucrure of work and will recognize that occupations exist where societies needs and that all jobs contribute to societies ways of living. They will understand economic and political principals and realize that economic and political forces create changes in employment opportunities. They will learn how to become a force in shaping the society in which they live instead of allowing their occupational life to be buffeted by societies whims.)

Course Title:______________________ Grade Level(s)____________
Activity:

Expected Outcome:

Concept 2.4 - There is a relationship between the commitment of education and work and the availability and utilization of leisure time. (Students will understand that both classifications and levels of occupations affect the amount of time a person has available for leisure activities, as well as the kind of leisure activities he is apt to pursue. They will recognize that leisure activities may serve a variety of functions; rest and/or recreation, personal development, career development, vocational interests, and civic service.)

Course Title________________________ Grade Level(s)____________
Activity:

Expected Outcome:

Concept 2.5 - There are many training routes to job entry. (Students will learn about the many training routes available for a variety of possible occupational choices. Students will learn about the time involvement, cost, location, and other aspects of training institutions as well as less formal training routes such as apprenticeship, on-the-job training, company retraining, and armed services training.)

Course Title:_______________________ Grade Level(s)____________
Activity:

Expected Outcome:

Concept3.1 - Work means different things to different people. (Students will learn that there is a wide range in the degrees and kinds of satisfactions that are derived from work and will understand the contribution their career can make to personal fulfillment. They will see that occupations and life styles are interrelated and recognize that it is psychologically and socially enhancing to be a productive person they will learn that every occupation has its disadvantages and that no occupation is completely satisfying. They will understand how occupations serve individuals purposes and needs, and will recognize the components of a satisfying personal life style.)

All Staff Members

Course Title:_________________________ Grade Level(s)_____________
Activity:

Expected Outcome:

Concept 3.2 - Job satisfaction is dependent on harmonious relationships between worker and work environment. (Students will understand the individual role in establishing harmonious relationships between himself and his work environment and will investigate the degree of congruence between his personal characteristics and the characteristics expected of a worker in the occupation of his tentative choice. They will decide whether his tentative occupational choice and its influence on life style will furnish adequate outlets for his abilities, interests, personality, and values. They will understand their rights, privileges, and responsibilities on the job and in the community.)

Course Title:_________________________ Grade Level(s)_____________
Activity:

Expected Outcome:

Concept 3.3 - Job specialization creates interdependence. (Students will recognize that some jobs are not totally fulfilling for the worker and that job specialization isolates the worker from the total activity and reduces the possibility for him to see his efforts in finished form. They will realize that workers on specialized jobs must seek greater satisfaction from other facets of their lives.)

Course Title:_________________________ Grade Level(s)_____________
Activity:

Expected Outcome: